



Monmouth College

ACADEMIC CATALOG
2009–2010

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Monmouth College

ACADEMIC CATALOG
2009–2010

Office of Admission

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INTRODUCTION

Monmouth College is a four-year liberal arts offering the bachelor of arts degree. The college's commitments are expressed in its statements of mission and purpose.

MISSION STATEMENT

As an undergraduate liberal arts college, we recognize the close relationship of faculty and students to be fundamental to our learning environment. As a community of learners, we strive to create and sustain an environment that is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse; and we hold as central our commitment to liberal arts education and to one another. We integrate a four-year program of general education with in-depth study in the major and a rich array of co-curricular activities in order to foster the discovery of connections among disciplines and of larger patterns of meaning. Through these experiences, we help our students explore multiple perspectives on the human condition and prepare themselves for rich personal and professional lives—for leadership, citizenship, and service in a global context.

Monmouth College was founded in 1853 by pioneering Presbyterians. As a campus community, we honor that heritage and value religious diversity as we explore the spiritual dimension of human existence and the relationship between faith and knowledge. As both observers and participants, we seek to deepen our understanding and appreciation of the creative tension that exists among the principles of democracy, pluralism, equality, and freedom in our own nation and beyond.

STATEMENT OF PURPOSES

As an undergraduate liberal arts institution, Monmouth College exists to:

1. Prepare students for rich personal and professional lives.
2. Prepare students for positions of leadership, service, and citizenship in a global context.
3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.
4. Create and maintain a learning environment which is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse. This includes:
 - a) Providing students with a four-year general education program, in-depth study in the major, and a rich array of co-curricular activities.
 - b) Fostering the discovery of connections among disciplines and of larger patterns of meaning.
 - c) Promoting an understanding of a value system that is shaped by individual and collective experiences.
5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.
6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.
7. Foster and promote intellectual inquiry and critical analysis through mentoring relationships characterized by individual attention.
8. Develop creativity and skills in written and oral communication and artistic expression.
9. Understand the methods of inquiry and expression in the arts, humanities, sciences, and social sciences.

ACCREDITATION AND AFFILIATION

Monmouth College is fully accredited by The Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago IL 60602, 800-621-7440. The program of teacher certification is approved by the Illinois State Certification Board, 100 North First Street, Springfield IL 62777-0001, 217-782-2805.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the college chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

Monmouth College is one of the founding members of the Associated Colleges of the Midwest (ACM). The ACM exists to support its member institutions through collaboration and enable them to offer programs as a group that they could not singly provide. ACM opportunities for students include semester-long off-campus programs.

ACM members include: Beloit College, Carleton College, Coe College, Colorado College, Cornell College, Grinnell College, Knox College, Lake Forest College, Lawrence University, Luther College, Macalester College, Monmouth College, Ripon College, and St. Olaf College.

ACADEMIC PROGRAM

THE ACADEMIC CALENDAR

The academic year is organized into two semesters. The fall semester begins in late August and ends before Christmas break. The spring semester begins in mid-January and ends in mid-May.

REQUIREMENTS FOR THE DEGREE

Monmouth College confers the Bachelor of Arts degree when a student has met the following requirements:

1. Completion of four years of academic work and at least 124 semester hours of credit. Of these, at least 62 must be taken at Monmouth College; no more than 50 may be in a single discipline; and no more than 62 may be in a single department. After attaining senior status at 90 semester hours, at least 27 of a student's remaining semester hours must be taken at Monmouth College.
2. A grade point average of 2.0 or higher in courses taken at Monmouth College.
3. Completion of all general education requirements with a passing grade (D- or higher).
4. Completion of an academic major with a grade point average of 2.0 or better in the major and a grade of C- or better in all courses required for the major, unless higher standards are set for the major by the academic department.
5. Payment of all current financial obligations to Monmouth College.

Candidates for the Bachelor of Arts degree must make formal application for degree to the registrar one year (two full semesters) prior to their expected graduation.

The primary responsibility for ensuring that all requirements are met rests with the student.

ADVISING

Students plan their academic program in partnership with a member of the faculty who serves as their academic advisor. Each student is assigned an advisor when s/he enrolls at Monmouth. Students may later change advisors if they wish. Normally, students have an advisor in their chosen academic major after their freshman year. Advisors approve schedules and provide advice about co-curricular, internship, and other opportunities that support students' personal, academic, and professional goals.

THE CURRICULUM

What form of education best prepares students to live in a rapidly changing world? How can a college education provide students with marketable skills for new and diverse employment yet also instill the continuing values of liberal education? Monmouth College offers a distinctive response to these questions through a curriculum that fosters personal growth and prepares students for professional success in competitive and changing environments. Students explore an essential paradox of human existence: the greatest measure of individual freedom and the fullest realization of our individual humanity are achieved in the larger context of social responsibility.

The curriculum is intentional and integrated. General education, the major, and elective course work each serves a specific purpose, yet together provide a structure that guides students toward the goals of liberal education: to think critically, to communicate effectively, to appreciate the varieties of human experience and achievement, to articulate and develop ethical values, to pursue expertise in a discipline, and to discover patterns of meaning across disciplines.

General Education Monmouth College is distinguished by a commitment to a four-year general education program. General education provides the wider context of knowledge and human experience, raises questions of meaning and value, and provides a basis for understanding the goals and methods of particular disciplines. General education promotes intentional inquiry into those activities, forms,

and institutions that define humanity and identify significant areas of cultural agreement and difference among individuals. General education includes Foundation Skills, Integrated Studies, and Area Studies. The general education requirements and courses are listed on pages 5-8.

Foundation Skills Skills in reading, writing, listening, speaking, and quantitative reasoning are essential for success in college and throughout life. Instruction in foundational skills is integrated throughout the curriculum, beginning in the first year.

Integrated Studies Monmouth's signature general education "spine" consists of four courses, one taken during each of a student's four years at Monmouth. Each course is interdisciplinary and challenges students to explore important questions and develop thoughtful, well-reasoned answers for themselves.

Introduction to Liberal Arts, taken in the fall of the first year, invites students to explore a common topic or theme from a variety of perspectives. Through texts, class discussion, and written assignments, students are introduced to the goals and methods of a liberal arts education. All sections share common objectives, core readings, and instruction in writing, but each is enhanced by the instructor's distinctive emphasis.

Global Perspectives, taken in the sophomore year, focuses on an examination of communities, societies, political systems, and civilizations. The course highlights the influence and importance of cultural differences and invites students to understand culture as a lens through which to view the world. Students choose from an array of courses that vary according to the instructor's expertise. Each course includes a research paper and appropriate quantitative skills.

Reflections, taken in the junior year, invites students to analyze familiar and unfamiliar systems of thought and belief in order to explore and understand the ultimate meaning and purpose of life. Students choose from an array of courses representing philosophical, religious, artistic and scientific perspectives. Students are challenged to reflect on and articulate their own answers to questions of ultimate meaning and purpose.

Citizenship, the capstone course taken by seniors, challenges students to move past study and discussion of ideas and problems to intentional, conscientious action. Students choose from an array of courses that examine important social and community concerns. Each course presents students with an opportunity to understand and then respond in focused action through group projects ranging from position papers to policy proposals to service projects.

Area Studies Liberal education includes breadth of knowledge which provides a basis for understanding the goals and methods of specific disciplines. Students take courses in each of four areas: foreign language, arts, science, and human societies.

Foreign language provides students with an opportunity to understand their own culture by stepping outside of it. Learning another language requires understanding and communicating in new ways and on new terms. Courses emphasize the linguistic and cultural richness of the world's peoples.

The arts are among the greatest accomplishments of the human imagination and spirit. Literature, music, art, and theatre shape and give order to experience, express deepest feelings, celebrate life, and affirm human community. The arts transmit the wealth of the past and give promise of transmitting the best of the present to the future. To understand the arts fully requires developing an appreciation of artistic achievement as well as participating in the creative process itself.

The sciences represent imaginative achievement, including a method of investigating and a body of knowledge about the physical universe and its life forms. Study of science defines how discovery and invention have shaped human identity, societies, and relationship with nature. To understand science requires learning content as well as engaging in investigation and laboratory work.

Human societies courses examine the institutions that shape human life, and the ways society and culture influence ideas, describe and delimit choices, and deepen and constrain how individuality and community are understood. In conjunction with Integrated Studies courses, this requirement provides an understanding of personal and societal issues later examined in *Citizenship*.

Major The major provides students with a more comprehensive study of a particular discipline, emphasizing rigor and coherence. Understanding the process and methods by which knowledge is discovered, developed, and refined over time enables students to appreciate that the current generation of theorists and practitioners stand on the shoulders of those who have gone before. The major may or may not be directly linked to the career a student intends to follow, but it should reflect a student's desire to explore a discipline comprehensively.

Departmental major Majors are available in: accounting, art, biochemistry, biology, biopsychology, business administration, chemistry, classics, communication, computer science, economics, elementary education, English, environmental science, French, Greek, history, international business, international studies, Latin, mathematics, music, philosophy, physical education, physics, political science, psychology, public relations, religious studies, sociology and anthropology, Spanish, and theatre. Each major includes a culminating experience during the senior year: a seminar, thesis, or independent study project. The requirements for each major are listed in this catalog (see pages 17-154).

Topical major A topical major provides a unique opportunity for the student who wants to pursue in-depth interests that bridge several disciplines. The student works with a faculty advisor to develop a proposal, including a plan of courses and a rationale. The proposal must include at least 36 semester hours of coursework, of which 18 semester hours must be at the 300 or 400 level. One course must be designated as the culminating experience. Proposals must be submitted to the Registrar's Office at least three semesters before the student's anticipated graduation. Proposals are reviewed by the Admission and Academic Status Committee. If approved, an advisor for the major is formally appointed by the Admission and Academic Status Committee. Forms for proposing a topical major are available in the Registrar's Office or online.

Minors Although minors are not required, students may select one or more minors to complement their major. Minors are available in: accounting, anthropology, sociology, anthropology and sociology, art, biology, business administration, chemistry, classics, communication, computer science, economics, English, French, Greek, history, journalism, Latin, mathematics, media, music, nineteenth-century studies, philosophy, philosophy and religious studies, physical education, physics, political science, psychology, religious studies, Spanish, theatre, and women's studies. Completion of a minor requires a grade point average of 2.0 or higher in courses included in the minor and no grades below C-. The requirements for each minor are listed in this catalog (see pages 17 – 154).

Electives Elective courses provide opportunities for enrichment and experimentation. Electives may also enhance and augment the chosen major or simply satisfy curiosity and interests.

General education informs and references major and elective courses. Taken together, they represent a distinctive intentional and integrated liberal arts curriculum, an education that challenges students to life-long learning, personal achievement, and leadership, along with citizenship and service.

GENERAL EDUCATION REQUIREMENTS

Courses that satisfy general education requirements are designated by the faculty. In addition to the courses listed here, other courses may be available in a given semester.

Foundation skills

1. One course in **speech** that deals with communication theory and provides practice in spoken English, COMM 101 (Fundamentals of Communication), to be taken in the freshman year.
2. One course that deals with the metaphorical use of language and provides experience in **writing**, ENGL 110 (Composition and Argument), to be taken in the freshman year.
3. To ensure that students are adequately prepared in the quantitative skills needed to be successful in coursework throughout their degree program, the faculty has determined that upon review of ACT test subscores in math, high school preparatory coursework, and/or other pertinent factors, INTR 112 (Quantitative Reasoning: A Tool for the Liberal Arts), may also be required.

Integrated Studies

1. **Introduction to Liberal Arts**, to be taken in the freshman year.
2. One **Global Perspectives** course, chosen from the following list, to be taken in the sophomore year.

INTG 200	Global Perspectives: New course being piloted
INTG 201	Global Perspectives: World Impact of East Asian Science
INTG 202	Global Perspectives: World Drama
INTG 203	Global Perspectives: Food
INTG 204	Global Perspectives: The Environment
INTG 205	Global Perspectives: Communication in Global Contexts
INTG 206	Global Perspectives: Town and Country
INTG 207	Global Perspectives: Terrorism
INTG 208	Global Perspectives: Work and Leisure
INTG 209	Global Perspectives: Ethnic Conflict
INTG 210	Global Perspectives: Security in the Age of Globalization
INTG 211	Global Perspectives: Music and Culture
INTG 212	Global Perspectives: Love, Marriage, and the State
INTG 213	Global Perspectives: Global Cities
INTG 214	Global Perspectives: Contemporary Art and Culture
3. One **Reflections** course, chosen from the following list, to be taken in the junior year.

INTG 300	Reflections: New course being piloted
INTG 301	Reflections: Spirit and Story
INTG 302	Reflections: The Pursuit of Well-Being
INTG 303	Reflections: Bodies, Nature, Power
INTG 304	Reflections: Beyond Belief
INTG 305	Reflections: Ancient Religious Reflections: Sacred Places
INTG 306	Reflections: Psychological Aspects of Civil Rights Issues
INTG 307	Reflections: Friends, Neighbors, Lovers, Enemies
INTG 308	Reflections: The Just War
INTG 309	Reflections: Personal Identity
INTG 310	Reflections: Questions of Life: Creating a Rhetoric of Personal Values and Identity
INTG 311	Reflections: Warrior Ethos
INTG 312	Reflections: Sacred Voices: Music and Literature
INTG 313	Reflections: Suffering, Evil, and Hope
INTG 314	Reflections: Faith and Solidarity: American Perspectives on Religion, Ethics, and Politics
INTG 315	Reflections: Cosmology and Creation
INTG 316	Reflections: Poetics of the Self
INTG 317	Reflections: Food for Thought
INTG 318	Reflections: The Meaning of Sports
INTG 320	Reflections: Comparative Issues in World Religions
INTG 321	Reflections: A History of Humanist Ideas
INTG 333	Reflections: Machiavelli and Gandhi – Meaningful Ethics in an Amoral World
4. One **Citizenship** course, chosen from the following list, to be taken in the senior year.

INTG-400	Citizenship: New course being piloted
INTG 401	Citizenship: Building Communities
INTG 402	Citizenship: Green Initiatives
INTG 403	Citizenship: Taxes and the Citizenry

INTG 404	Citizenship: Civic Leadership
INTG 405	Citizenship: The Democracy Project
INTG 406	Citizenship: Theatre and Social Change
INTG 407	Citizenship: Monmouth's Immigrant Communities
INTG 408	Citizenship: Consumerism and Civic Duty
INTG 409	Citizenship: Creating Change through Art
INTG 410	Citizenship: Voluntary Action
INTG 411	Citizenship: Outside-School Learning Programs
INTG 412	Citizenship: Alternatives to War
INTG 413	Citizenship: Statistical Thinking
INTG 414	Citizenship: Land, Food, and Sustainable Agriculture
INTG 415	Citizenship: Media and the Self-Directed Citizen
INTG 421	Citizenship: Liberty and the Citizen

Area studies

1. Competence in **foreign language** at the level of the first year of college language study (the 102 course level), to be taken in the freshman or sophomore year. A student may meet the requirement through a placement exam which demonstrates competency at the required level in a language other than English. Monmouth College courses that meet this requirement are:

FREN 102	Elementary French II
GERM 102	Elementary German II
GREK 102	Elementary Greek II (or GREK 200 Directed Readings)
JAPN 102	Elementary Japanese II
LATN 102	Elementary Latin II (or LATN 200 Directed Readings)
SPAN 102	Elementary Spanish II

International students whose native language is not English satisfy this requirement by demonstrating their competency in English on a diagnostic test or by taking INTR 102, English as a Second Language.

2. Study of **beauty and meaning in works of art**, including one course emphasizing appreciation and interpretation of arts, from the first list below, and *either* one 2-3 hour course emphasizing participation in the creative process *or* two semesters of participation in a music ensemble, music lessons, or theatre workshops from the second list, to be taken before the end of the junior year.

Art Appreciation – 1 Course

ARTD 200	Introduction to the History of Art: Prehistoric Medieval
ARTD 201	Introduction to the History of Art: Renaissance Modern
ARTD 306	Women, Art, & Feminism
THEA 171	Introduction to Theatre & Cinema Appreciation
THEA 274	Theatre History
CLAS 210	Ancient Literature
CLAS 230	Classical Mythology
ENGL 180	Introduction to Literature: Special Topics
ENGL 240	Russian Literature of the Nineteenth Century
HIST 306	The Enlightenment
HIST 307	Modernism & the Great War
HIST 308	Nineteenth Century Arts & Letters
HIST 309	Russian Cultural History
MUSI 101	Introduction to Music
MUSI 203	Evolution of Jazz
MUSI 205	History of American Music
MUSI 209	World Music
PHIL 315	Philosophy of Art

Art Participation – One of the options below

1 course from:

ARTD 101	Methods & Materials
ARTD 121	Drawing I
ARTD 123	Sculpture I
ARTD 125	Hand built Clay
ARTD 126	Wheel thrown Clay
ARTD 141	Painting I
ARTD 236	Photography
ENGL 210	Creative Writing
THEA 173	Introduction to Technical Theatre
THEA 175	Beginning Acting

OR 2 semester experiences from:

MUSI 131	Jazz Band
MUSI 134	Glee Club
MUSI 145/146	Piano
MUSI 151/152	Voice
MUSI 155/156	Strings
MUSI 161/162	Woodwinds
MUSI 165/166	Brass
MUSI 171/172	Percussion
MUSI 181	Chorale
MUSI 182	Chamber Music
MUSI 185	Wind Ensemble
MUSI 186	Pipes & Drums
MUSI 187	Percussion Ensemble
MUSI 189	Monmouth College Band
THEA 117	Acting: Workshop
THEA 118	Technical Theatre: Workshop

3. Study of **the sciences**, including one course with laboratory in chemistry or physics, from the list below on the left, and one course with laboratory in biology or psychology, from the list below on the right, to be taken before the end of the junior year.

Physical Science Lab Courses

CHEM 100	Chemistry of the Environment ¹
CHEM 101	Nutrition & Food Chemistry ¹
CHEM 140	General Chemistry
PHYS 103	Astronomy ¹
PHYS 130	Intro to Physics I
PHYS 132	Intro to Physics II

Life Science Lab Courses

BIOL 101	Life on Earth ¹
BIOL 150	Investigating Biological Concepts
BIOL 155	Ecology/Evolution/Diversity
BIOL 201	Field Botany ¹
PSYC 101	Introduction to Psychology
¹ recommended for non science majors	

4. Study of **human societies**, with one course from the following list, to be taken before the end of the junior year.

ANTH	103	Introduction to Anthropology
BUSI	105	Introduction to Commerce
CLAS	211	History of Greece
CLAS	212	History of Rome
CLAS	240	Ancient Society
ECON	200	Principles of Economics
HIST	110	American History 1492–1750
HIST	111	American History 1750–1900
HIST	112	American History 1900–Present
PHIL/RELG	207	Ethics
POLS	103	American Politics
POLS	200	Introduction to Comparative Politics
POLS	270	Global Affairs
PSYC	282	Cultural Psychology
RELG	210	Judaism and Islam
SOCI	101	Introduction to Sociology
SOCI	102	Social Problems
WOST	201	Introduction to Women's Studies

OPPORTUNITIES FOR CREDIT

In all cases, the registrar assigns any credit toward general education requirements on an individual basis,

in consultation with the appropriate academic department.

Advanced Placement Program Students who receive a score of 3 or better on an Advanced Placement exam in a discipline offered by the college may be granted credit.

International Baccalaureate Program (IBP) Students may be granted five semester hours of credit for each of the three IBP Higher Level Examinations that they pass with a score of 4 or higher. Students who earn an IBP Diploma *and* pass the three Standard Level Examinations with scores of 4 or better on each examination may be granted 15 additional semester hours of credit.

Advanced standing In some cases a student may be placed in an advanced course based on a placement exam administered by the faculty in the appropriate academic department. However, no credit is given for courses that are bypassed in this way.

Dual Credit First-time freshmen may transfer college course work taken in high school when it *exceeds* the high school requirements, including the foreign language recommendations, for admission to Monmouth College. A student may submit a written request to the Admission Office to have this policy waived. If a student requests a waiver, his/her high school and college transcripts, Monmouth College application information, along with any other relevant materials will be reviewed by departmental faculty who will render a final decision.

Online courses Up to 6 semester hours of online coursework may be accepted for transfer once a student has matriculated at Monmouth College. This limit also applies to and includes other non-traditional educational formats including but not limited to telecourse, video, or correspondence formats, which do not involve direct engagement between the instructor and the student, faculty feedback, and proctored exams. Only coursework taken in a classroom setting will satisfy general education requirements.

Transfer credit at admission Courses taken at another accredited institution that are acceptable at Monmouth College and in which the student earned a C- or higher may be transferred, up to a maximum of 62 semester hours. The credits appear on the student's Monmouth College transcript, but grades earned in such courses are not included in the Monmouth College grade point average. An official transcript from the institution at which the courses were taken must be provided for the courses to be considered for transfer.

Transfer credit after matriculation Courses taken at another accredited institution in which the student earned a C- or higher and that are acceptable at Monmouth College may be transferred. A maximum of 31 semester hours may be transferred once a student has matriculated at Monmouth College. Students are advised to seek the written approval of the registrar, and others if the registrar so directs, in advance of taking the coursework in order to ensure that the courses will transfer. An official transcript from the institution at which the courses were taken must be provided to the Monmouth College registrar.

ENROLLMENT AND ACADEMIC STATUS

Enrollment Students are responsible for registering at the scheduled time for all courses and for being properly enrolled in each course. Courses are selected in consultation with the student's academic advisor, and the student is responsible for seeking the advisor's approval prior to enrolling.

Normal course load Normally, students enroll in 14-17 semester hours each semester and should complete a minimum of 31 semester hours each year in order to make normal progress toward the degree.

Overload A student who enrolls in more than 18 semester hours is charged extra tuition at the per-semester hour rate for each semester hour over 18. Students may register for 19 or 20 semester hours with the approval of their academic advisor. Students in their first semester at Monmouth or who are on probation must also request and receive permission from the Admission and Academic Status Committee. Any student wishing to register for more than 20 hours must request and receive permission from the Admission and Academic Status Committee.

Adding or withdrawing from courses During the first week of the semester, a student may add or withdraw from a course with the permission of the advisor. After the first week of class, students may not add courses.

A student may withdraw from a course up to the ninth week of the semester with the advisor's signature. The registrar notifies the course instructor of the change. A fee is charged to the student's account for any schedule change made after the first week of classes in a semester.

A student may not withdraw from a course after the ninth week of the semester except for illness or other circumstances beyond his or her control. The student must have written approval from his/her advisor and from the associate dean for academic affairs. Ordinarily, the associate dean will consult with the instructor as well.

Academic status

Classification. A full-time student is any student officially enrolled for 12 or more hours per semester. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 12 but not fewer than 6 hours per semester. A student who is less than half-time is one officially enrolled for fewer than 6 hours per semester. Official enrollment is defined as the semester hours for which a student is registered at the end of the period for adding a course.

Class Level.

The number of semester hours completed at the start of a semester determines the student's class level for that semester:

Freshman:	Less than 28 semester hours
Sophomore:	28 to less than 59 semester hours
Junior:	59 to less than 90 semester hours
Senior:	90 or more semester hours

Exchange students and other students not pursuing a Monmouth College degree are not assigned a class level.

Audits Students are permitted to audit courses for enrichment and/or exploration of different fields of study if there is space available at the conclusion of the enrollment period. Auditing a course means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams. Music lessons, ensembles, and other activity-based courses cannot be audited.

The student receives no academic credit for an audited course, but if attendance has been satisfactory, an AU will be recorded on the student's transcript. If attendance has not been satisfactory, an NAU (Audited Course Requirements Not Fulfilled) will be assigned.

Full-time students may audit a course without charge. Part-time students will be charged an audit fee. Students may change from audit to academic credit during the first six weeks of classes with the permission of the instructor. Academic credit may be changed to audit prior to the last six weeks of the semester, and the change is noted on the transcript. Students may later repeat an audited course for academic credit. Courses completed as an audit will not count toward any degree requirement.

Independent Study Students may enroll in Independent Study for credit with the approval of the chairperson of the academic department to which the course belongs. Independent Study courses may not be used to replace courses that the student previously dropped or for courses in which the student earned a failing grade.

Independent Study forms are available in the Registrar's Office or online. Students must submit the completed form with the required supporting materials to the Registrar's Office by the end of the last day to add a course for the semester. If the course is to be taken during the summer, the completed application must be turned in to the Registrar's Office prior to the last day of class for the spring semester.

Repeating a course Repeating a course is permitted and replaces both the grade *and* any credit previously earned for the course. The grades for the earlier and later attempt are listed on the transcript, but *only the most recent grade* is used in calculating the grade point average. Because repeating a course may or may not improve a student's academic standing and may affect financial aid, students are advised to consult their advisor, the registrar, and the director of financial aid before doing so.

COURSE POLICIES

Syllabi Instructors provide a syllabus to students at the first class meeting. Students are expected to be familiar with the syllabus, which includes course goals, assignments and deadlines, and expectations for attendance and performance in the course.

Attendance Students are expected to attend class and are responsible for all work assigned by the instructor. Faculty members may establish an attendance policy for any course, which must be stated in the syllabus.

When a student's absences become excessive in the judgment of an instructor, the instructor may require that the student explain or receive permission for any further absences. This requirement is called "no-cut status." The instructor notifies the student, the student's advisor and the associate dean of academic affairs of the decision. Students who miss further classes without valid explanation or permission may be dismissed from the course with an F.

A student will be withdrawn from a course if he or she misses the first two meetings of a class with limited enrollment and the instructor has requested that the student be withdrawn. The student will not be withdrawn if he or she has notified the registrar in advance of the absences and the absences occur for a legitimate reason.

Academic honesty A breach of the Monmouth College Academic Honesty Policy may result not only in failure of the course, but in dismissal or expulsion from the college. If a student receives a course grade of F anytime during a semester due to a violation of the academic honesty policy, the student will not be allowed to subsequently withdraw (seek a W or WF as the grade of record) from that course. Please refer to the Scots Guide for a detailed description of the academic honesty policy and appeal procedure.

Final examinations The final examination period is considered to be a regular part of the semester. The schedule is announced after the semester begins.

GRADING

Grade reports

Midterm grades: Paper copies are sent to the student's campus mailbox and to the student's advisor. Midterm grade reports include only warning grades of C- and below reported by the instructor.

Final grades: Final grades are available online only, unless a paper copy is requested by the student. Advisors have online access to their advisees' grades.

Student academic information is released to the student, advisor, and other college officials with legitimate educational interests. (Please refer to the Scots Guide for detail.)

Any student who wants his/her academic information shared with someone outside of those mentioned above must sign a release form which is available in the Registrar's Office.

Grading system The following symbols and point values are used on Monmouth College transcripts:

A	4.0	excellent
A-	3.667	
B+	3.333	
B	3.0	good
B-	2.667	
C+	2.333	
C	2.0	satisfactory
C-	1.667	
D+	1.333	
D	1.0	passing but unsatisfactory in some important aspects
D-	0.667	minimum passing grade
F ¹	0.0	failure
W		withdrawn passing (used during first nine weeks of the semester)
WF		withdrawn failing (used after the first nine weeks if student is not passing)
IP ²		in progress

I ³	incomplete
CR	credit earned (for courses designated credit/no credit)
NC	no credit earned (for courses designated credit/no credit)
AU	satisfactory completion of requirements for an audited course
NAU	audited course requirements not fulfilled

¹If a student receives an F in a course due to academic dishonesty, the student is not allowed to withdraw (receive a W or WF). The F stands as the grade of record.

²IP (In Progress) is used for those courses in which the work is not expected to be completed in one semester (e.g. long-term projects, research). Normally, the work is completed and graded in the subsequent semester. If the work is not completed by the end of the subsequent semester, the registrar consults with the instructor about the grade to be awarded, which is normally an F.

³ An I (Incomplete) may be assigned only when a situation beyond the student's control precludes completion of the required work or when the instructor needs further time for evaluation. It may not be used in a routine way to allow a student more time to complete the required work in the course. Normally, it is the responsibility of the student to request an Incomplete grade and to make arrangements with the instructor for completing the work.

A student who receives an Incomplete for a fall semester or summer session course is expected to complete the work by the end of the second week of the following semester. A student who receives an Incomplete for a spring semester course is expected to complete the work within a period of three weeks following the last examination day for that semester. If the work is not completed by the end of the designated period, the registrar consults with the instructor about the grade to be awarded, which is normally an F.

Grade point average The grade point average (GPA) is calculated by dividing the number of points for each grade earned during the semester by the number of graded semester hours taken.

The cumulative GPA is the total of all grade points earned, divided by the total number of graded semester hours taken. Only courses taken at Monmouth College for which letter grades have been recorded are included in the GPA calculation. Grades for courses transferred from other institutions and any courses taken after graduation are not included.

ACADEMIC PROGRESS AND STANDING

The college establishes standards for academic achievement in order to assist students in meeting their academic goals and to maintain a campus environment conducive to the mission of the college. Please refer to Table, Academic Progress Requirements (at the end of this.) p. 16.

Good academic standing To be in good academic standing, a student must meet all of the following standards established by the faculty:

1. Earn a minimum of 12 or more semester hours of credit each of the first six semesters and 13 hours or more per semester subsequently;
2. Meet the cumulative GPA standard for the appropriate semester of attendance:
 - a. First semester of attendance: GPA of 1.6 or higher;
 - b. Second semester of attendance: GPA of 1.8 or higher;
 - c. Third semester of attendance: GPA of 1.9 or higher;
 - d. Fourth and subsequent semesters of attendance: GPA of 2.0 or higher; and
3. Not be on academic probation.

Non-degree seeking students are considered to be in good academic standing when they earn a minimum cumulative GPA of 1.60 prior to completing 24 semester hours, 1.80 for 24 hours up to 48 semester hours, and 2.0 thereafter.

Separate standards apply to eligibility for financial aid, which are listed in the section, Financial Assistance Eligibility and Academic Standing, on p. 13-14.

Academic probation Students whose low grades and/or slow accumulation of credits indicate they are at risk of being dismissed from the college are placed on academic probation. Students on academic probation are required to consult with a faculty advisor and develop a plan for returning to good academic standing. In some cases, students on probation may be restricted from participating in extracurricular activities by the Admission and Academic Status Committee for the period of probation. Academic probation is noted on the transcript.

A student on probation is required to complete at least 12 semester hours and earn a semester GPA of 2.0 or higher in order to continue at Monmouth. Failure to meet either of these requirements will result in academic dismissal. If a student meets these requirements but does not meet the standards for good academic standing at the end of the semester, the student may be continued on probation a second semester. Failure to return to good academic standing by the end of a second consecutive semester of probation will result in academic dismissal from the college.

Academic dismissal Students may be dismissed when:

1. The student's cumulative GPA falls below the following standards:
 - a. First semester of attendance: 0.8
 - b. Second semester of attendance: 1.4
 - c. Third semester of attendance: 1.6
 - d. Fourth semester of attendance: 1.7
 - e. Fifth or subsequent semesters of attendance: 2.0
2. The student falls significantly below the standards in cumulative hours earned.
3. The student, while on probation, does not complete 12 semester hours and earn a 2.0 for the semester.
4. The student has been on academic probation for two semesters and has not returned to good academic standing.
5. In the judgment of the college, the student is not serious about seeking an education at the college or when the student's academic performance or other behavior has become disruptive to the academic mission of the college.

Academic dismissal is noted on the transcript.

Appeal of academic dismissal Students have the right to appeal academic dismissal. Students should send a written appeal requesting reinstatement to the Office of Academic Affairs by the deadline stated on the notification of dismissal. Normally, appeals are evaluated by the Admission and Academic Status Committee, and students are notified of the decision prior to the start of the following semester. Only in extraordinary circumstances can a student appeal the committee's decision to the vice president for academic affairs, who would then render a final decision.

Readmission A student who was dismissed, has been away from the college for a semester or more, and wishes to return, must apply for readmission through the Monmouth College Admission Office.

Academic expulsion A student may be expelled for academic reasons if performance following readmission continues to fall below college standards. Expulsion is a permanent separation of the student from the college and is noted on the transcript.

Disciplinary dismissal A student dismissed for disciplinary reasons will be assigned a grade of WF in cases where coursework has not been completed prior to dismissal. Policies and procedures for disciplinary dismissal are published in the Scots Guide.

FINANCIAL ASSISTANCE ELIGIBILITY AND ACADEMIC STANDING

Maintaining satisfactory academic standing is required in order for a student to remain eligible for financial assistance. At the end of each semester, the director of financial aid will verify the academic

standing of each student who receives financial assistance. Maintaining financial assistance eligibility is the responsibility of each individual student and is based on two factors:

- 1) Quantitative standard: making sufficient progress in earning semester hours toward a degree, and
- 2) Qualitative standard: maintaining the required minimum cumulative GPA.

The first factor (quantitative standard) refers to the length of time it takes a student to earn credits towards a degree. Under federal guidelines, a student may take up to 150% of the normal time to earn the degree. For example, if a bachelor's degree would normally take 4 years to obtain (based on full-time enrollment), a student could take up to 150% of that time or 6 years to earn the degree. In order for a student to meet the quantitative standard and make sufficient progress towards earning a degree, the student must therefore be earning credits at a rate of 67% of those credits* registered for.

*Registered hours is defined as the number of semester hours transferred to Monmouth College plus the number of hours for which a student has officially enrolled at Monmouth College (excluding audits). The number of hours for which a student has officially enrolled is defined as the semester hours for which a student is registered at the end of the period for adding a course at the start of each semester.

The second factor (qualitative standard) refers to a student's cumulative grade point average at the end of each semester. If a student receives an Incomplete (I) or In-Progress (IP) grade, eligibility for financial assistance will be determined without those grades. Subsequent replacement of the I or IP grades with final grades may impact eligibility for financial assistance in future semesters but will not have a retroactive effect on semesters for which financial assistance has already been granted.

Students at Monmouth College are held to one quantitative and qualitative standard from matriculation up to the point where they register for the 59th semester hour. Students are held to higher quantitative and qualitative standards once they have registered for the 60th semester hour:

- Students with up to 59 *registered (see definition above) semester hours are eligible for financial assistance as long as their cumulative GPA and number of earned semester hours does not result in academic dismissal. A student who is dismissed is no longer eligible for financial assistance. A student on academic probation could be eligible for financial assistance.
- Students who have *registered (see definition above) for their 60th semester hour must consistently 1) maintain a cumulative GPA of 2.0 or higher and 2) be making sufficient incremental progress in earning semester hours to be eligible for financial assistance. Students who fail to meet either of these two standards are no longer eligible for financial assistance. No advance warning of pending loss of assistance can be given.

Appeal of loss of financial assistance: A student may appeal in writing the loss of financial assistance eligibility to the director of financial aid. The student must show that his/her cumulative GPA fell below 2.0 or that s/he failed to make sufficient incremental progress toward a degree in a semester as a result of 1) the death of an immediate relative of the student, 2) a severe injury to the student, 3) a severe illness of the student, or 4) other unusual circumstances that interrupted the student's ability to perform academically. In most cases, supporting documents must accompany the written appeal.

Written appeals should be mailed to: Monmouth College, Attn: Financial Aid Director, 700 East Broadway, Monmouth, IL 61462.

If the appeal is granted and financial eligibility is restored, the student is placed on financial assistance probation for a period of one semester and is eligible to receive financial assistance for that one semester. At the end of the probationary semester, a student's satisfactory academic progress will be re-evaluated. If the student does not meet both the qualitative and quantitative standards, then the student is no longer eligible for financial assistance. A student will continue to be ineligible until s/he can meet both standards.

ACADEMIC HONORS

College Honors at Graduation College honors celebrate overall academic achievement. Students who have completed all of their coursework with a cumulative grade point average of 3.50 or higher, graduate cum laude; with 3.75 or higher, magna cum laude; and with 3.90 or higher, summa cum laude. These honors are stated on the transcript.

Honor Scholars Students who successfully complete the Monmouth College Honors Program will be recognized at Commencement and have this status included on their transcript.

Departmental Honors Students who have a cumulative grade point average of 3.50 or higher in courses taken toward the major in a department, who are judged by departmental faculty to have shown superior performance in the culminating experience of the major, and who have completed other requirements established by the department are recognized with departmental honors at graduation.

Dean's List Students who have earned 12 or more semester hours of credit for which letter grades are assigned in a semester and have achieved a grade point average of 3.50 or higher are named to the Dean's List for that semester.

ACADEMIC APPEALS

Waivers A student may request that an academic regulation be waived or modified by sending a written petition to the Registrar's Office. Petition forms are available either in the Registrar's Office or online. The petition should state the regulation in question, the change that is sought, and the grounds that the student believes justify granting the request. Waivers are reviewed by the Admission and Academic Status Committee who then renders a decision. In extraordinary circumstances, a student may appeal the committee's decision to the vice president for academic affairs, who then renders a final decision.

Grade appeal A student who believes a grade is incorrect or unfair should consult first with the instructor of the course. If a resolution is not reached, the student should consult with the chair of the department. A student who is unable to reach a resolution through these means may formally appeal a grade by sending a written petition to the vice president for academic affairs. Questions about grades that arise because of charges of academic dishonesty are resolved through the procedures described under Academic Honesty.

Teacher Education Separate waiver, appeal, and grievance procedures apply in cases involving teacher education and certification. These are described in the TEP Sub-Committee Final Charge and Candidate Appeal links on the Educational Studies Department's Web page. Paper copies are available in the Educational Studies Department.

ASSESSMENT

In order to improve its educational program, Monmouth College continually assesses student learning. Assessment activities are overseen by academic departments and the faculty as a whole. Assessment can include standardized testing, student surveys and reflection, alumni surveys, and other methods that assist the faculty in understanding how well students are meeting learning goals and how to improve student learning. In some cases, assessment results also enable faculty to provide feedback to individual students about their academic progress.

ACADEMIC RECORDS

Each student's official academic record is kept in the Registrar's Office. Current students have access to their academic information online through WebAdvisor, which is password protected. Current and former students may order copies of their Monmouth College transcript through the Registrar's Office. The student must request the transcript in writing, as transcripts cannot be issued without the student's signature. There is a \$5 fee for processing each transcript. Transcripts can be mailed to any address requested by the student. For specific information about ordering a transcript, please follow the link on the Monmouth College homepage or call the Registrar's Office at 309-457-2326.

THE FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT

Monmouth College adheres to the Family Educational Rights and Privacy Act (FERPA) which affords students the following rights:

1. The right to inspect and review the student's education records.
2. The right to request the amendment of the student's education record to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
3. The right to withhold disclosure of directory information contained in the student's education record, except to the extent FERPA authorizes disclosure without consent.
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Monmouth College to comply with the requirements of FERPA.
5. The right to obtain a copy of Monmouth College's FERPA policy, which is on file in the Registrar's Office.

ACADEMIC PROGRESS REQUIREMENTS

SATISFACTORY					UNSATISFACTORY		
Expected			Acceptable		Probation		Dismissal ⁵
Semester in Attendance ¹	Registered Hours ² + Cumulative Earned Hours	Minimum Expected Cumulative GPA	Cumulative Earned Hours ³	Minimum Required Cumulative GPA	Cumulative Earned Hours	Minimum Required Cumulative GPA	Cumulative GPA
1	15	2.0	12	1.6	<12	<1.6	<0.8
2	31	2.0	24	1.8	<24	<1.8	<1.4
3	46	2.0	36	1.9	<36	<1.9	<1.6
4	62 ⁴	2.0	48	2.0	<48	<2.0	<1.7
5	77	2.0	60	2.0	<60	NA	<2.0
6	93	2.0	72	2.0	<72	NA	<2.0
7	108	2.0	85	2.0	<85	NA	<2.0
8	124	2.0	98	2.0	<98	NA	<2.0
9			111	2.0	<111	NA	<2.0
10			124	2.0	<124	NA	<2.0

¹Semester in attendance for transfer students is determined by dividing the number of transferred hours by 15 to determine semesters completed. Students are then held to the standard of the semester for which they are enrolled at Monmouth College.

²Registered hours do not include hours taken as audit.

³Earned hours include all transfer credits plus all hours a student has successfully completed for credit at Monmouth College.

⁴After reaching 60 *registered* hours, a student will lose all eligibility for federal, state, and Monmouth College financial assistance if the student's GPA falls below 2.0.

⁵Dismissal may also result from insufficient cumulative semester hours earned.



COURSES OF INSTRUCTION: ACCOUNTING

Judy Peterson
Professor, Chair

Frank Gersich
Professor

Patrick Montgomery
Assistant Professor

Overview of the Program:

The Department of Accounting provides a rigorous course of study in the accounting discipline. The goal of the program is to leverage the liberal arts environment of the college and develop skilled problem-solvers with a solid foundation in accounting. The program provides opportunities for students to develop their: 1) critical thinking skills, 2) communication skills, 3) ability to utilize quantitative and qualitative information for decision-making, 4) ability to make value judgments, and 5) learning to learn skills, while providing the theoretical accounting foundation necessary for success in future endeavors. Those future endeavors may include, but are not limited to, graduate study; sitting for a professional examination (e.g., CPA, CMA, CIA); or employment with a large corporation, CPA firm, or public entity.

The required program of study provides a broad program which emphasizes understanding the “big” picture instead of mastering a myriad of technical detail without understanding the context for those details. Accounting knowledge and measurements are developed in an environment which is continuously evolving in response to political, social, and economic factors. In our courses we explore the historic reasons for current practices, evaluate alternative measurement models, and discuss ethical values affecting the accounting profession.

Required Courses for the Accounting Major (50 semester hours):

ACCT 203	Accounting Foundations I
ACCT 204	Accounting Foundations II
ACCT 304	Advanced Managerial Accounting
ACCT 353	Intermediate Accounting I
ACCT 354	Intermediate Accounting II
ACCT 363	Tax Accounting
ACCT 393	Developing and Auditing Financial Reporting Systems
ACCT 403	Contemporary Accounting Issues
BUSI 105	Introduction to Commerce
BUSI 306	Business Finance
BUSI 322	Legal Environment of Business
ECON 200	Principles of Economics
MATH 106	Elementary Statistics

One of the following two courses:

BUSI 305	Administration and Organization
BUSI 307	Principles of Marketing

Two of the following eleven courses:

CLAS 224	Word Elements
COMM 333	Organizational Communication
ENGL 301	Advanced Composition
HIST 319	History of the Contemporary World
MATH 151	Calculus I
PHIL 201	Critical Thinking: An Introduction to Logic
PHIL/RELG 207	Ethics: Philosophical and Religious
PHIL 330	Theories of Knowledge
POLS 320	The United States Congress
PSYC 237	Industrial/Organizational Psychology
SOCI 344	Sociology of Work

Required Courses for the Accounting Minor (24 semester hours):

ACCT 203	Accounting Foundations I
ACCT 204	Accounting Foundations II
ACCT 304	Advanced Managerial Accounting
ACCT 353	Intermediate Accounting I
ECON 200	Principles of Economics

One of the following four courses:

ACCT 354	Intermediate Accounting II
ACCT 363	Tax Accounting
ACCT 393	Developing and Auditing Financial Reporting Systems

Certified Public Accounting Exam:

Students who anticipate meeting the 150-semester-hour requirement for sitting for the Certified Public Accounting exam through graduate study should consult with a departmental advisor. This is important as Monmouth College has articulation agreements concerning graduate study with several colleges and universities which have differing requirements. Proper planning will allow the student to meet graduation requirements and articulation requirements within the normal four years of study at the college.

Course Descriptions:**ACCT 203. Accounting Foundations I** 4 sem hrs

An introduction to the reporting process for internal and external stakeholders and the use of accounting information for management decisions. Includes the development of the accounting model, internal control, measurement processes, data classification and terminology, reporting for retail and manufacturing entities, cost-volume-profit analysis, information for decision-making, and ethical issues in the financial reporting process. A 50-minute once-a-week lab is associated with this course. Prerequisite: INTG 101. Offered fall and spring semesters.

ACCT 204. Accounting Foundations II 4 sem hrs

Continued introduction to the reporting process for internal and external stakeholders and further develops the use of accounting information for managerial decisions. Includes ratio analysis of financial statements, judgmental components of the financial reporting process, process costing, activity based costing and management, and ethical issues in the financial reporting and management decision processes. A 50-minute once-a-week lab is associated with this course. Prerequisite: C- grade or better in ACCT 203. Offered fall and spring semesters.

ACCT 304. Advanced Managerial Accounting 4 sem hrs

A study of the accounting concepts and quantitative methods used to develop, analyze, and interpret accounting information for management decision-making. Includes quantitative management tools such as linear programming and network modeling techniques useful in internal decision making. Prerequisite: ACCT 204. Offered in the spring semester.

ACCT 353. Intermediate Accounting I 4 sem hrs

An in-depth analysis of the financial accounting process focusing on underlying theory, the primary financial statements, and current and fixed asset accounts. Prerequisite: C- grade or better in ACCT 203. Offered in the fall semester.

ACCT 354. Intermediate Accounting II 4 sem hrs

Continued in-depth analysis of the financial accounting process focusing on the investments, liabilities, shareholder equity accounts, and specialized topical areas such as pensions, leases, deferred income taxes, and earnings per share. Prerequisite: C- grade or better in ACCT 353. Offered in the spring semester (NOT THE FALL SEMESTER).

ACCT 363. Tax Accounting**4 sem hrs**

Introduction to federal tax code provisions that affect individuals, partnerships, corporations, and trusts. The reasons underlying tax provisions are explored and basic tax research skills are developed. Prerequisite: ACCT 203. Offered in the fall semester.

ACCT 364. Service Learning Through the Volunteer Return Preparation Program**2 sem hrs**

A service-learning activity. In partnership with the Internal Revenue Service's Volunteer Return Preparation Program, the student will study to become certified and will serve the individual tax preparation, e-filing, and tax education needs of the campus and surrounding communities. The course is inclusive of workshops and participatory tax sessions. Prerequisite: Junior standing (59 semester hours). May be repeated once for credit. Offered in the spring semester.

ACCT 373. Advanced Accounting**4 sem hrs**

This course further investigates the accounting principles related to: business organizations which have control over other entities or significant influence in special purpose entities, multi-national entities, and governmental entities. Prerequisite: ACCT 354. Offered in the fall semester.

ACCT 393. Developing and Auditing Financial Reporting Systems**4 sem hrs**

This course combines a study of the structure of the revenue, expenditure, human resource, and conversion business cycles with an investigation of the principles and theories used when auditing financial statements based on the output of the entity's financial reporting system. Includes a discussion of the importance of user information needs, internal controls, the external auditing environment, and audit opinions. Prerequisite: ACCT 353. Offered in the fall semester.

ACCT 400. Internship**1–6 sem hrs**

An off-campus experience working in a professional accounting environment under the supervision of a mentor. Prerequisite: ACCT 353 and permission of the instructor.

ACCT 403. Contemporary Accounting Issues**4 sem hrs**

The capstone course. Discussion of issues affecting the accounting discipline and the accounting profession. Students will conduct research for preparing position papers, debating proposals, and preparing and presenting an accounting policy issue. Prerequisites: Senior standing and major in accounting. Offered in the spring semester.

ACCT 420. Independent Study**1–4 sem hrs**

Prerequisite: Permission by the instructor. May be repeated for credit.

ART

Stacy Lotz
Associate Professor, Chair

Stephanie Baugh
Lecturer

Cheryl Meeker
Professor

Brian Baugh
Assistant Professor

Tyler Hennings
Assistant Professor

Mary Phillips
Curator of College Collections

Overview of the Program:

Students will obtain a solid foundation in the studio arts built on the understanding of techniques, art materials, tools and processes used in various media and will gain an understanding of how viewing and interpreting artworks is enhanced by knowledge of the content of art.

Requirements for the Art Major (*minimum of 39 semester hours*):

A major in Art requires at least 39 semester hours in the department. Students may choose one of five possible concentrations: Drawing, Painting, Ceramics, Sculpture, or Graphic Design. Each of the concentrations requires the 18-semester-hour Foundation Program, the first and second sequence of the said concentration and 6 semester hours from the Advanced Studio courses. The department recommends that students complete 9 semester hours of the Advanced Studio, with ARTD 440 taken concurrently with ARTD 450 during the senior year. Students choosing a concentration in Graphic Design are encouraged to take ARTD 236, as well.

Requirements for the Art Minor (*minimum of 24 semester hours*):

ARTD 111 Design
ARTD 121 Drawing I

Six semester hours from the following courses:

ARTD 123 Sculpture I
ARTD 125 Hand-built Clay
ARTD 126 Wheel-thrown Clay
ARTD 142 Painting I

Three semester hours from the following courses:

ARTD 200 Art History I
ARTD 201 Art History II or ARTD 302 Contemporary Art

Six semester hours from the following courses:

ARTD 236 Photography
ARTD 240 Drawing II
ARTD 241 Painting II
ARTD 242 Sculpture II
ARTD 244 Ceramics II
ARTD 320 Junior Studio or ARTD 420 Senior Studio
ARTD 345 Graphic Design I or ARTD 445 Graphic Design II

Required Foundation Program Courses (*18 semester hours*):

ARTD 111 Design
ARTD 121 Drawing I
ARTD 200 Art History I
ARTD 201 Art History II
ARTD 302 Contemporary Art History
ARTD 450 Senior Art Seminar

Required Studio Foundation Courses (6 semester hours);

One 2-D course and one 3-D course are recommended from the following courses:

ARTD 123	Sculpture I
ARTD 125	Hand-built Clay
ARTD 126	Wheel-thrown Clay
ARTD 142	Painting I
ARTD 345	Graphic Design I

Required In-Depth Studio Courses (6 semester hours):

ARTD 236	Photography
ARTD 240*	Drawing II
ARTD 241*	Painting II
ARTD 242*	Sculpture II
ARTD 244*	Ceramics II
ARTD 445*	Graphic Design II

**May be repeated for credit once, but only one of these courses may be repeated.*

Required Advanced Studio Courses (6 semester hours):

ARTD 320	Junior Studio
ARTD 420	Senior Studio
ARTD 440	Independent Study

The Process Portfolio:

All Art majors are required to maintain a continuous portfolio from year to year. In addition to an actual portfolio with representative work from every art class taken, a digital portfolio of the same work should be maintained. A rationale-of-study statement, civic engagement survey and relevant papers will also be submitted during the sophomore and junior years. Comprehensive digital images of the four-year experience and senior exhibition will be retained by the Monmouth College Department of Art upon graduation.

Teacher Certification:

Students seeking teacher certification should complete the Art Major requirements, along with EDUC 377 and TEDP 377. The Department of Art counsels certification-seeking students to include ARTD 101 and 125 in their major. Students seeking certification in other subject areas—who wish to add an endorsement for Art at any level—must complete the Art Minor as described above, along with EDUC 377. Other requirements for certification are described on pages 57–64 [check page numbers]

Course Descriptions:

ARTD 101G. Methods and Materials	3 sem hrs
This course will introduce the materials and methods used in creating art through a series of hands-on projects related to diverse art historical examples. Students will explore the relationships of making art in their own time and environment to art in history.	
ARTD 111. Design	3 sem hrs
Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication.	
ARTD 121G. Drawing I	3 sem hrs
The fundamentals of drawing such as line, value, texture, and perspective will be addressed through observation using pencil, charcoal and ink.	

ARTD 123G. Sculpture I 3 sem hrs

An introduction to sculpture and the processes associated with the making of three-dimensional forms. Emphasis on techniques of construction using wood, welded and cast metal, plaster and mixed media. Focus on cooperative and individual problem solving skills.

ARTD 125G. Hand-built Clay 3 sem hrs

An introduction to forming and firing hand-built clay. Emphasizes the development of sensitivity to materials and processes covering fundamental forms and methods of building and glazing using various ceramic clay bodies. A basic theoretical knowledge of clays, glazes, kilns, and firing will also be covered.

ARTD 126G. Wheel-thrown Clay 3 sem hrs

An introduction to the forming and firing of wheel-thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods in throwing, glazing and gain a basic theoretical knowledge of clays, glazes, kilns and firing.

ARTD 142G. Painting I 3 sem hrs

An introduction to the terms, media, and techniques of painting with special attention to color and composition. The variety of expression and style is explored.

ARTD 200G. Introduction to the History of Art: Prehistoric through Medieval 3 sem hrs

The course emphasizes a chronological study of major works of art from prehistory through the Gothic period. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the particular times and places in which they were produced. Offered in the spring semester.

ARTD 201G. Introduction to the History of Art: Renaissance through Modern 3 sem hrs

The course emphasizes a chronological study of significant works of art from the Renaissance through the twentieth century. Works are examined in their context to gain a more complete understanding of how art reflects the particular time and place in which it is produced. Offered in the fall semester.

ARTD 236G. Photography 3 sem hrs

A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced.

ARTD 240. Drawing II 3 sem hrs

Using skills learned in Drawing I, students begin to expand on the use of materials, explore concepts in drawing and develop individual style. The emphasis will be on the human figure. Prerequisite: ARTD 121. Offered once per year.

ARTD 241. Painting II 3 sem hrs

Continuation of ARTD 142 with increased emphasis on the skills and ideas of the individual student. Prerequisite: ARTD 142. Offered once per year.

ARTD 242. Sculpture II 3 sem hrs

Sculpture II is a continuation of ARTD 123 with more attention to the individual student's special needs and interests. Exploration of thinking about and creating conceptual forms. Prerequisite: ARTD 123. Offered once per year.

ARTD 244. Ceramics II 3 sem hrs

Ceramics II is a continuation of ARTD 125/126 with emphasis on articulation of increasingly complex forms. Focus also on skills in loading and firing various kilns and glaze preparation. Prerequisite: ARTD 125/126. Offered once per year.

ARTD 250. Special Topics 3 sem hrs

ARTD 290. Domestic and International Studies 2 sem hrs

ARTD 302. Contemporary Art 3 sem hrs

An examination of developments, major movements, and directions in art from 1945 to the present. The course emphasizes an analysis of art movements beginning with the abstract expressionists and concluding with recent trends. Prerequisite: ARTD 201. Offered in the fall semester of alternate years: 2008, 2010.

ARTD 306G. Women, Art, and Feminism 3 sem hrs

A general introduction to the special position of women in art from the earliest documented record through contemporary eras by illustrating women's artistic production, and by critically examining the view of women in visual arts. Eras are examined in their cultural context to gain a complete understanding of how women's art production reflects the particular time and place in which it is produced. Offered in the fall semester of alternate years: 2009–2010.

ARTD 320. Junior Studio Concentration 3 sem hrs

An individual program structured to maximize student's abilities to work creatively, developing skills beyond the 200-level course. Projects are arranged in consultation with the faculty and designed to meet the needs of the student. Focus of the course is independent development in the studio. Prerequisites: ARTD 211, 200-level studio course.

ARTD 345. Graphic Design I 3 sem hrs

Graphic Design I focuses on developing graphic communication skills through a series of exercises and assignments that develop students' ability to successfully integrate image and text. Students will explore visual design concepts and utilize the communicative power of design elements in order to create effective graphic design. Students will use traditional art supplies as well as Adobe Illustrator and Photoshop to create solutions to design problems. Prerequisite: ARTD 111. Offered in the fall semester.

ARTD 420. Senior Studio Concentration 3 sem hrs

An individual program structured to maximize student's abilities to work creatively developing skills beyond the 300-level course. Projects arranged in consultation with the faculty in an area of special interest to the student. Focus of the course is independent development in the studio. Prerequisites: ARTD 320.

ARTD 440. Independent Study 3 sem hrs

An individual program structured to maximize the student's abilities to work creatively developing skills beyond the 400-level course in the studio or to engage in a scholarly research project. Projects arranged in consultation with the faculty in an area of special interest to the student. May be repeated for credit. Prerequisites: ARTD.

ARTD 445. Graphic Design II 3 sem hrs

Graphic Design II is a continuation of ARTD 345 with an emphasis on developing innovative solutions to increasingly complex design challenges. Students will integrate manual illustration techniques with digital technology in order to create unique designs. Prerequisite: ARTD 345. Offered in the spring semester.

ARTD 450. Art Seminar 3 sem hrs

Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the culminating experience of the art student's work. Required of senior Art majors or by special permission of the faculty. Prerequisite: ARTD 111, ARTD 302. Offered in the spring semester.

BIOCHEMISTRY

Laura Moore
Chair, Associate Professor

Kevin Baldwin
Associate Professor

Ken Cramer
Professor

James Godde
Associate Professor

Richard Kieft
Professor

Audra Goach Sostarecz
Assistant Professor

Bradley Sturgeon
Assistant Professor

Tim Tibbetts
Associate Professor

Eric Todd
Assistant Professor

Overview of the Program:

Students will obtain a solid foundation in the molecular sciences at the intersection of chemistry and biology that will prepare them for employment, professional school, or graduate school upon graduation. They will also learn to use the scientific literature information effectively.

Required Core Courses for the Biochemistry Major (68 semester hours):

BIOL 150	Investigating Biological Concepts
BIOL 200	Cell Biology
BIOL 202	Genetics
BIOL 354/355*	Molecular Biology/Molecular Biology Laboratory
CHEM 140	General Chemistry
CHEM 220/225*	Analytical Chemistry/Analytical Chemistry Laboratory
CHEM 228	Organic Chemistry I
CHEM 230	Organic Chemistry II
CHEM 312	Physical Chemistry I
BIOC 330/335*	Biochemistry/Biochemistry Laboratory
BIOC 390	Advanced Biochemistry
MATH 151	Calculus I
MATH 152	Calculus II
PHYS 130	Physics I
PHYS 132	Physics II

Four semester hours (one hour per semester) of one of the following two courses:

CHEM 350	Science Seminar
BIOL 350	Science Seminar

Three semester hours (by graduation) of one of the following two courses:

BIOC 420	Independent study
BIOC 430	Research

**Co-requisite courses (must be taken concurrently).*

Other Required Courses:

One upper-level science or math course.

Recommended Courses Include:

BIOC 300	Bioinformatics
BIOL 302	Microbiology
CHEM 322	Physical Chemistry II
CHEM 340/325*	Advanced Analytical Chemistry/Integrated Laboratory

**Co-requisite courses (must be taken concurrently).*

Course Descriptions:

BIOC 300. Bioinformatics**4 sem hrs**

This course introduces the fundamentals of computational biology, including the emerging fields of genomics (the study of an organism's entire complement of DNA) and proteomics (the study of the entire set of proteins expressed by a particular cell type). The course covers the basics of searching large databases of genetic information and interpreting the results that are obtained from such searches. The determination of DNA and protein structure by computational methods will also be addressed. Prerequisite: BIOL 202.

BIOC 330. Biochemistry**3 sem hrs**

Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms, nucleic acid conformation, and special topics will be analyzed. Prior completion of BIOL 150 is highly recommended. Prerequisite: CHEM 230. Co-requisite: BIOC 335.

BIOC 335. Biochemistry Laboratory**1 sem hr**

This course emphasizes spectrophotometry, enzyme purification and kinetics, computational chemistry of biomolecules, the use of computers in data analysis and scientific writing. Co-requisite: BIOC 330.

BIOC 390. Advanced Biochemistry**3 sem hrs**

A study of advanced topics in biochemistry including metabolism, information processing, biochemical aspects of disease, and current biochemical findings. Prerequisite: BIOC 330.

BIOC 420. Independent Study**1–3 sem hrs per semester**

A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus.

BIOC 430. Research**1–3 sem hrs per semester**

An original laboratory project chosen in consultation with the science faculty. The project may be performed off campus.

BIOL 150G. Investigating Biological Concepts**4 sem hrs**

An investigative approach to learning fundamental concepts in biology from molecules to cells to organisms. Concepts will include: the process of scientific inquiry, basic biochemistry, basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division), and fundamentals of animal and plant physiology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 200. Cell Biology**4 sem hrs**

Introductory study of the structure and function of living cells and their components. Laboratory will employ basic cell/molecular biology techniques and include the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant in vitro DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisites: C– grade or better in BIOL 150 or 155 and CHEM 140.

BIOL 202. Genetics**4 sem hrs**

An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. Prerequisites: C– grade or better in BIOL 150 or 155 or permission of the instructor.

BIOL 354. Molecular Biology**3 sem hrs**

An in-depth look at DNA, RNA, and proteins. Emphasis is placed on the structure and function of nucleic acids and on DNA-protein interactions. The control of such processes as

DNA replication, gene expression, and protein translation in both eukaryotic and prokaryotic systems will be addressed. Taught in alternate years. Prerequisite: C– grade or better in BIOL 200 or permission of the instructor.

BIOL 355. Molecular Biology Laboratory 2 sem hrs

Molecular biology laboratory is the companion course to BIOL 354 and will practice concepts taught in the lecture. Emphasis is on the three principle molecules in molecular biology: DNA, RNA and proteins. Exercises include: Northern and Southern blotting, RT-PCR, DNA sequencing, and electrophoretic mobility shift assays. Taught in alternate years. Prerequisite: C– grade or better in BIOL 200 or permission of the instructor.

CHEM 140G. General Chemistry I 4 sem hrs

A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included.

CHEM 220. Introductory Analytical Chemistry 3 sem hrs

An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: CHEM 140. Co-requisite: CHEM 225.

CHEM 225. Introductory Analytical Chemistry Laboratory 2 sem hrs

The laboratory portion of CHEM 220 emphasizing precision and accuracy in the laboratory, scientific writing and the use of computers in data analysis. Co-requisite: CHEM 220.

CHEM 228. Organic Chemistry I 4 sem hrs

A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium.

CHEM 230. Organic Chemistry II 4 sem hrs

A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: CHEM 220 and 228.

CHEM 312. Physical Chemistry I 4 sem hrs

A study of classical chemical thermodynamics and kinetics. Includes a laboratory which emphasizes modern physical and biophysical chemistry methods. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 322. Physical Chemistry II 4 sem hrs

A study of quantum mechanics and basic theoretical/computation chemistry. Includes a laboratory which emphasizes spectroscopy and computational approaches to chemical systems. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 325. Integrated Laboratory 2 sem hrs

Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Scientific writing and presentation methods are addressed. Prerequisite: CHEM 312. Co-requisite: CHEM 340.

CHEM 340. Advanced Analytical Chemistry 3 sem hrs

A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, chromatographic and surface analysis techniques are emphasized. Prerequisite: CHEM 312. Co-requisite: CHEM 325.

CHEM 350. Science Seminar 1 sem hr

An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in biochemistry. May be repeated for credit. Credit/No Credit.

BIOLOGY

James Godde
Associate Professor, Chair

Ken Cramer
Professor

Kathy Mainz
Laboratory Manager

Kevin Baldwin
Associate Professor

Tim Tibbetts
Associate Professor

Overview of the Program:

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismal, and ecological. An important component of the major is independent research that enables students to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, providing students with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems as well as strong communication skills.

Facilities, Habitats, and Programs:

The Department of Biology occupies the fourth floor of the Haldeman-Thiessen Science Center. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

LeSuer Nature Preserve. A 16.5-acre plot of land within a mile of campus provides new opportunities for field research. Rolling hills bisected by a large stream offer upland grassland, forest, riparian, and aquatic habitats for study. Restoration of the entire area to pre-settlement conditions (including several acres of native tall grass prairie) will provide abundant opportunities for student research.

Hamilton Pond. This healthy, freshwater environment was deeded to Monmouth College for use by the Department of Biology as a teaching resource. Just one block from campus, Hamilton Pond is a rich source of aquatic animals and plants for use in laboratories. The pond also offers opportunities for field research on behavior and ecology of amphibians and reptiles.

Spring Grove Prairie. Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plant community present in the plot remains from pre-settlement times and offers unique opportunities for research on prairie plants and soils and the fauna that inhabit them.

Ecology Field Station. The Monmouth College Ecological Field Station was established on the backwaters of the Mississippi River near Keithsburg, Illinois, just 30 minutes from campus. This classroom-laboratory in the field lends particular strength to the department's instruction in field-oriented courses. The station is equipped for year-round use and offers ready access to the river and a variety of upland and riparian woodlands that invite student and faculty research.

Required Core Courses for the Biology Major (57-63 semester hours):

BIOL	150	Investigating Biological Concepts
BIOL	155	Introduction to Ecology, Evolution, and Diversity
BIOL	200	Cell Biology
BIOL	202	Genetics
BIOL	204	Human Anatomy and Physiology
BIOL	222	Introduction to Research I

BIOL	307	Ecology
BIOL	322	Introduction to Research II
BIOL	350	Science Seminar (<i>Taken for two semesters, for a total of 2 semester hours</i>)
BIOL	440**	Research I
BIOL	450**	Research II
CHEM	140	General Chemistry
CHEM	220/225*	Introductory Analytical Chemistry/Introductory Analytical Chemistry Laboratory
CHEM	228	Organic Chemistry I
MATH	151	Calculus I
MATH	207	Statistics for the Sciences
PHYS	130	Physics I

*Co-requisite courses (must be taken concurrently).

**BIOL 440 and 450 must be taken in sequential semesters and may be replaced with an approved off-campus research experience.

Electives (*A minimum of two courses from this list are required; offered in alternate years*):

BIOL	201	Field Botany
BIOL	203	Comparative Vertebrate Anatomy
BIOL	250	Special Topics
BIOL	300	Special Problems
BIOL	302	Microbiology
BIOL	308	Vertebrate Embryology
BIOL	315	Field Zoology
BIOL	320	Parasitology
BIOL	325	Advanced Physiology
BIOL	333	Evolution
BIOL	345	Animal Behavior
BIOL	354	Molecular Biology
BIOL	355	Molecular Biology Laboratory
BIOC	300	Bioinformatics

Required Courses for the Biology Minor (*24 semester hours*):

BIOL	150	Investigating Biological Concepts
BIOL	155	Introduction to Ecology, Evolution, and Diversity
BIOL	200	Cell Biology
BIOL	202	Genetics
BIOL	204	Human Anatomy and Physiology
BIOL	307	Ecology

Teacher Certification:

Students seeking teacher certification must complete the Biology Major cited above. This work also qualifies the candidate to teach general science. Other requirements for certification are described on pages 52-59. EDUC 342 must be included with this work.

“G” Courses:

“G” courses fulfill the General Education requirement in the life sciences. Non-science majors are best served by BIOL 101 or BIOL 201. Science majors are best served by BIOL 150 or 155.

Course Descriptions:

BIOL 101G. Life on Earth**4 sem hrs**

A broad survey of organisms and life processes and the forces that shaped and continue to shape our ecosystem.

BIOL 150G. Investigating Biological Concepts**4 sem hrs**

An investigative approach to learning fundamental concepts in biology from molecules to cells to organisms. Concepts will include: the process of scientific inquiry, basic biochemistry, basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division), and fundamentals of animal and plant physiology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 155G. Introduction to Evolution, Ecology and Diversity**4 sem hrs**

An investigative approach to learning fundamental concepts in biology from organisms to ecosystems. Concepts will include: the process of scientific inquiry, mechanisms of evolution, the evolutionary history of biological diversity, and fundamentals of ecology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 200. Cell Biology**4 sem hrs**

Introductory study of the structure and function of living cells and their components.

Laboratory will employ basic cell/molecular biology techniques and include: the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant *in vitro* DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisites: C– grade or better in BIOL 150 or 155 and CHEM 140.

BIOL 201G. Field Botany**4 sem hrs**

A study of plant associations and the abiotic conditions that permit their development. The laboratory is concentrated at the Ecology Field Station with visits to other types of plant habitats.

BIOL 202. Genetics**4 sem hrs**

An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. Prerequisites: C– grade or better in BIOL 150 or 155 or permission of the instructor.

BIOL 203. Comparative Vertebrate Morphology**4 sem hrs**

A comparative and functional study of vertebrate anatomy from an evolutionary perspective. Prerequisite: C– grade or better in BIOL 150. Offered in alternate years.

BIOL 204. Human Anatomy and Physiology**4 sem hrs**

A systematic analysis of the structure and function of the human body. Prerequisite: C– grade or better in BIOL 150 or permission of the instructor.

BIOL 222. Introduction to Research I**1 sem hr**

A seminar designed to introduce the biology major to the scientific literature. Students will learn to search for, retrieve, summarize, and evaluate primary sources of biological research. Students will also evaluate proposals and final research presentations of the research of advanced Biology majors.

BIOL 250. Special Topics**1–4 sem hrs**

Courses in special topics are offered on an occasional basis in response to instructor and student demand for varying credit.

BIOL 300. Special Problems**1–3 sem hrs**

A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty.

BIOL 302. Microbiology**4 sem hrs**

A general study of microorganisms (bacteria, fungi and protists), emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental microbiological methods. Prerequisite: C– grade or better in BIOL 200. Offered in alternate years.

BIOL 307. Ecology**4 sem hrs**

An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: C– grade or better in BIOL 150 and 155. Prerequisite or Co-requisite: MATH 207.

BIOL 308. Vertebrate Embryology**4 sem hrs**

A descriptive study of development and differentiation in vertebrates. Laboratory sessions are balanced between detailed microscopic examination of vertebrate embryos and experimental study of growth processes. Prerequisite: C– grade or better in BIOL 150 or 155. Offered in alternate years.

BIOL 315. Field Zoology**4 sem hrs**

Advanced study of the ecological relationships of animals in their natural environments, particularly as it relates to the conservation of biological diversity. Lectures focus on systematics, zoogeography, natural history, and conservation of animals. Labs emphasize: 1) identification and scientific nomenclature of animals groups with an emphasis on local and regional fauna, and 2) design and implementation of field experiments in ecology, which includes a class and individual research topic. Prerequisites: C– grade or better in BIOL 150 and BIOL 155 and junior standing (or permission of the instructor). Offered in alternate years.

BIOL 320. Parasitology**4 sem hrs**

A general study of the biology of parasitism. Lectures and labs will emphasize systematics and taxonomy of the major groups, complex life cycles of parasites, behavioral and physiological effects of parasites on hosts (including humans), and how human modifications of landscapes affect parasites. Prerequisite: C– grade or better in BIOL 150 and BIOL 155. Offered in alternate years.

BIOL 322. Introduction to Research II**1 sem hr**

A seminar designed to introduce the biology major to planning scientific research. Building on previous knowledge of scientific literature, students learn how to design experiments and apply appropriate statistical methods to the results. Students write a proposal for an independent research project that includes a thorough literature review and present their proposal orally to faculty and student peers. Prerequisite: C– grade or better in BIOL 222.

BIOL 325. Advanced Physiology**4 sem hrs**

Detailed study of human and comparative cellular and systemic physiology, emphasizing muscle, cardiovascular, neural, respiratory, renal, and reproductive physiology. Advanced Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Prerequisite: C– grade or better in BIOL 204. Offered in alternate years.

BIOL 333. Evolution**3 sem hrs**

Evolution encompasses the synthesis of all of biology from molecules to ecology. In doing so, evolution addresses the fundamental paradox: the diversity of living organisms. This course offers an exploration of the processes of evolutionary change in animals, plants and microbes. Population genetics, microevolution, speciation, adaptive radiation, and macroevolution will be addressed. Also, the origin of *Homo sapiens* will be considered. Prerequisite: C- grade or better in BIOL 202. Offered in alternate years.

BIOL 345. Animal Behavior**3 sem hrs**

(Cross-listed as PSYC 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: C- grade or better in PSYC 101 or BIOL 150 or 155. Offered in alternate years.

BIOL 350. Science Seminar**1 sem hr**

An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. Credit/No Credit.

BIOL 354. Molecular Biology**3 sem hrs**

An in-depth look at DNA, RNA, and proteins. Emphasis is placed on the structure and function of nucleic acids and on DNA-protein interactions. The control of such processes as DNA replication, gene expression, and protein translation in both eukaryotic and prokaryotic systems will be addressed. Prerequisite: C- grade or better in BIOL 200 or permission of the instructor. Offered in alternate years.

BIOL 355. Molecular Biology Laboratory**2 sem hrs**

Molecular biology laboratory is the companion course to BIOL 354 and will practice concepts taught in the lecture. Emphasis is on the three principle molecules in molecular biology: DNA, RNA and proteins. Exercises include: Northern and Southern blotting, RT-PCR, DNA sequencing, and electrophoretic mobility shift assays. Prerequisite: C- grade or better in BIOL 200 or permission of the instructor. Offered in alternate years.

BIOL 390. Internship in Biological Sciences**1–3 sem hrs**

An experience designed to allow students to apply biological theory and concepts to practice in a work environment within the field of biology. Students are required to complete the following: a journal maintained during the work experience, an essay summarizing and integrating the internship experience with prior course work, and a public oral presentation.

BIOL 440. Research I**2 sem hrs**

An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing a research project as well as keeping a detailed laboratory notebook. Prerequisite: C- grade or better in BIOL 322.

BIOL 450. Research II**2 sem hrs**

Continuation of Research I. Students are expected to finish the research projects they began in BIOL 440. The main focus of this course will be analyzing and presenting research results in poster format and in a formal scientific paper. Students will be further required to serve as mentors to their peers enrolled in Research I. Prerequisite: BIOL 440.

BIOPSYCHOLOGY

Corrinne Lim-Kessler
Assistant Professor
Coordinator, Biopsychology

James Godde
Associate Professor
Chair, Biology

Joan Wertz
Associate Professor
Chair, Psychology

Overview of the Program:

Students majoring in Biopsychology will learn to understand the biological mechanisms of behavior and psychological processes. The Biopsychology major will benefit students interested in pursuing a post-baccalaureate degree (M.S. or Ph.D.) in Biopsychology and related fields, students interested in attending medical school, and students interested in academic or professional careers requiring a solid foundation in science.

Our program will provide intellectual and practical engagement through internships, participation in conferences, travel, and research opportunities. The Biopsychology major requires a total of 41 semester hours. Courses are divided into two categories: Core Courses with a Required Research Component and Electives. Given the interdisciplinary nature of the major, no minor is offered.

Required Courses for the Biopsychology Major (22 semester hours):

BIOL	150	Investigating Biological Concepts
BIOL	204	Human Anatomy and Physiology
CHEM	140	General Chemistry
PSYC	101	Introduction to Psychology
PSYC	243	Mind, Brain and Behavior
PSYC	318	Biopsychology

Required Research Component (Choose one sequence, 10–11 semester hours):

Biology sequence (10 semester hours):

MATH	207	Statistics for the Sciences (<i>does not have to be taken in sequence</i>)
BIOL	222	Introduction to Research I
BIOL	322	Introduction to Research II
BIOL	440	Research I
BIOL	450	Research II

or

Psychology sequence (11 semester hours):

PSYC	201	Research Methods I: Statistics
PSYC	202	Research Methods II: Synthesis and Communication
PSYC	420	Research Seminar

Electives (9–11 semester hours):

Three courses from the following, with at least one from BIOL and at least one from PSYC:

BIOL	202	Genetics
BIOL	325	Advanced Physiology
BIOL	333	Evolution
BIOL/PSYC	345	Animal Behavior
CHEM	228	Organic Chemistry I
PSYC	239	Health Psychology
PSYC	303	Drugs and Behavior
PSYC	320	Cognition
PSYC	327	Sensation and Perception

Note:

Students are encouraged to take PSYC 415 Readings in Psychology when relevant to biopsychology. Special Topics courses (PSYC 250 or 350, or BIOL 250) may count toward the major as electives, if approved by the program coordinator and pertaining to biopsychology. Students intending to go to graduate school in the neurosciences are encouraged to also take Organic Chemistry II as an elective.

Senior Research Component:

The senior research project, whether taken as BIOL 440/450 or PSYC 420 must be related to biopsychology, as determined by the research mentor and/or the Biopsychology major coordinator.

Course Descriptions:

BIOL 150. Investigating Biological Concepts 4 sem hrs

An investigative approach to learning fundamental concepts in biology from molecules to cells to organisms. Concepts will include: the process of scientific inquiry, basic biochemistry, basic cell function (cellular respiration, photosynthesis, protein synthesis, genetics, cell division) and fundamentals of animal and plant physiology. Labs will emphasize problem-based or inquiry-based learning. Lectures will combine traditional format with problem-posing and questioning.

BIOL 202. Genetics 4 sem hrs

An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. Prerequisites: Junior standing, BIOL 150, 155, or 200 or permission of the instructor.

BIOL 204. Human Anatomy and Physiology 4 sem hrs

A systematic analysis of the structure and function of the human body. Prerequisite: BIOL 150 or permission of the instructor.

BIOL 222. Introduction to Research I 1 sem hr

A seminar designed to introduce the biology major to the scientific literature. Students will learn to search for, retrieve, summarize, and evaluate primary sources of biological research. Students will also evaluate proposals and final research presentations of the research of advanced Biology majors.

BIOL 322. Introduction to Research II 1 sem hr

A seminar designed to introduce the biology major to planning scientific research. Building on previous knowledge of scientific literature, students learn how to design experiments and apply appropriate statistical methods to the results. Students write a proposal for an independent research project that includes a thorough literature review and present their proposal orally to faculty and student peers. Prerequisite: BIOL 222.

BIOL 325. Advanced Physiology 4 sem hrs

Detailed study of human and comparative cellular and systemic physiology, emphasizing muscle, cardiovascular, neural, respiratory, renal, and reproductive physiology. Advanced Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Prerequisite BIOL 204. Offered in alternate years.

BIOL 345. Animal Behavior 3 sem hrs

(Cross-listed as PSYC 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach,

this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: PSYC 101 or BIOL 101 or 150. Offered in alternate years.

BIOL 440. Research I**2 sem hrs**

An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing a research project as well as keeping a detailed laboratory notebook. Prerequisite: BIOL 322.

BIOL 450. Research II**2 sem hrs**

Continuation of Research I. The main focus of this course will be analyzing and presenting research results in poster format and in a formal scientific paper. Students will be further required to serve as mentors to their peers enrolled in Research I. Students are expected to finish the research projects they began in BIOL 440. Prerequisite: BIOL 440.

PSYC 101G. Introduction to Psychology**4 sem hrs**

An examination of the scientific study of psychology. Lectures emphasize current concepts in the biological roots of behavior, learning and memory, perception, social behavior, psychopathology, and applied psychology. Laboratories stress the application of quantitative interpretations of data and the scientific method to the study of human behavior. Offered every semester.

PSYC 201. Research Methods I: Design and Analysis**4 sem hrs**

An introduction to the scientific method as applied in the social and behavioral sciences. Topics include: descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: PSYC 101. Offered in the fall semester.

PSYC 202. Research Methods II: Synthesis and Communication**4 sem hrs**

An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed in the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisite: PSYC 101 and sophomore standing. Offered in the spring semester.

PSYC 239. Health Psychology**3 sem hrs**

An exploration of the psychological influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: the links between stress and immune system function and disease, psychological factors that mediate reactions to stress, and behaviors that endanger health. Prerequisite: PSYC 101. Offered in alternate years or more often.

PSYC 243. Mind, Brain, and Behavior**3 sem hrs**

A first exposure to the relationship between the brain and behavior. Topics include: neuronal communication, perception, cognition, learning and memory, and the biological basis of consciousness. This course serves as a prerequisite to PSYC 303, PSYC 318, PSYC 320, and PSYC 327. Prerequisite: PSYC 101. Offered in the fall semester.

PSYC 303. Drugs and Behavior**3 sem hrs**

An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include: legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 243. Offered in alternate years.

PSYC 318. Biopsychology**3 sem hrs**

This course emphasizes understanding the function of the brain and its relation to behavior. Topics include: the biochemistry of neural conduction and synaptic transmission, neuropsychology, brain disorders, the biochemistry of learning and memory and mechanisms of action of psychoactive drugs. Prerequisites: PSYC 243 or BIOL 150 and permission of the instructor. Offered in the spring semester.

PSYC 320. Cognition**3 sem hrs**

This course explores learning, memory, problem solving, judgment and decision making, concept formation and language. Prerequisite: PSYC 243. Offered in alternate years.

PSYC 327. Sensation and Perception**3 sem hrs**

An examination of how sensory information is received and translated into meaningful interpretations of the world we live in. A major emphasis on visual perception will make it possible to discuss diverse theories of perception and the methodologies that support them. Both human and animal research investigations will be considered. Prerequisite: PSYC 243 or permission of the instructor. Offered in alternate years.

PSYC 420. Research Seminar**3 sem hrs**

The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: PSYC 201, 202, senior standing and permission of the instructor. Offered every semester.

CHEM 140. General Chemistry I**4 sem hrs**

A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included.

CHEM 228. Organic Chemistry I**4 sem hrs**

A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium.

MATH 207. Statistics for the Sciences**4 sem hrs**

An introduction to statistical methods with examples and problems aimed toward the sciences. Topics include: descriptive statistics, experimental design, probability, basic statistical inference. Chi-Square analysis, analysis of variance, correlation, and simple and multiple regression. Prerequisite: Four years of college preparatory mathematics or MATH 141.

CHEMISTRY

Laura Moore
Associate Professor, Chair

Audra Goach Sostarecz
Assistant Professor

Eric Todd
Assistant Professor

Richard Kieft
Professor

Bradley Sturgeon
Assistant Professor

Overview of the Program:

Students will obtain a solid foundation in chemistry and the other physical sciences as well as mathematics that will prepare them for employment, professional school or graduate school upon graduation. They will also learn to use the scientific literature and to communicate scientific information effectively.

Required Courses for the Chemistry Major (61 semester hours):

CHEM 140	General Chemistry
CHEM 220/225	Introductory Analytical Chemistry/Introductory Analytical Chemistry Laboratory
CHEM 228	Organic Chemistry I
CHEM 230	Organic Chemistry II
CHEM 312	Physical Chemistry I
CHEM 322	Physical Chemistry II
CHEM 325/340*	Integrated Laboratory/Advanced Analytical Chemistry
CHEM 350	Science Seminar (<i>for a total of 4 semester hours</i>)
BIOC 330/335*	Biochemistry/Biochemistry Laboratory
MATH 151	Calculus I
MATH 152	Calculus II
PHYS 130	Physics I
PHYS 132	Physics II

One of the following two courses, for a total of 3 semester hours:

CHEM 420	Independent Study
CHEM 430	Research

**Co-requisite courses (must be taken concurrently).*

Recommended Electives (not required):

CHEM 362	Advanced Physical Chemistry
CHEM 370	Advanced Inorganic Chemistry
CHEM 380	Advanced Organic Chemistry
BIOC 390	Advanced Biochemistry

Required Courses for the Chemistry Minor (21 semester hours):

CHEM 140	General Chemistry
CHEM 220/225*	Introductory Analytical Chemistry/Introductory Analytical Chemistry Laboratory
CHEM 228	Organic Chemistry I
CHEM 230	Organic Chemistry II
<i>One of the following two offerings, for a total of 3 semester hours:</i>	
CHEM 312	Physical Chemistry I
BIOC 330/335*	Biochemistry/Biochemistry Laboratory

**Co-requisite courses (must be taken concurrently).*

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 52-59.

Course Descriptions:

CHEM 100G. Chemistry of the Environment 4 sem hrs

A survey of chemistry with a focus on environmental issues. Chemical principles, both qualitative and quantitative, will be applied to environmental topics such as water and air pollution, global warming, recycling, and alternative fuel sources.

CHEM 101G. Nutrition & Food Chemistry 4 sem hrs

This course will examine field of nutrition from a chemical perspective. Both descriptive and quantitative aspects of nutrition as a science will be addressed. An emphasis will be placed on examining and questioning the nutritional information presented in the media. Issues facing society including food safety, the use of supplements, and biotechnology will also be addressed. The laboratory will include the extraction and examination of the composition of food.

CHEM 140G. General Chemistry I 4 sem hrs

A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included.

CHEM 220. Analytical Chemistry Laboratory 3 sem hrs

An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: CHEM 140.

CHEM 225. Introductory Analytical Chemistry Laboratory 2 sem hrs

The laboratory portion of CHEM 220 emphasizing precision and accuracy in the laboratory, scientific writing and the use of computers in data analysis. Co-requisite: CHEM 220.

CHEM 228. Organic Chemistry I 4 sem hrs

A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium. Prerequisite: CHEM 140.

CHEM 230. Organic Chemistry II 4 sem hrs

A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: CHEM 228.

CHEM 250. Special Topics 1–4 sem hrs**CHEM 312. Physical Chemistry I** 4 sem hrs

A study of classical chemical thermodynamics with aspects of macromolecular chemistry. Includes a laboratory which emphasizes modern physical and biophysical chemistry methods. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 322. Physical Chemistry II 4 sem hrs

A study of quantum mechanics and basic/computation chemistry. Includes a laboratory which emphasizes spectroscopy and related computational approaches to chemical systems. Prerequisites: CHEM 220, MATH 152 and PHYS 132.

CHEM 325. Integrated Laboratory 2 sem hrs

Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Scientific writing and presentation methods are addressed. Prerequisite: CHEM 312. Co-requisite: CHEM 340.

CHEM 340. Advanced Analytical Chemistry 3 sem hrs

A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, chromatographic and surface analysis techniques are emphasized. Prerequisite: CHEM 312. Co-requisite: CHEM 325.

CHEM 350. Science Seminar 1 sem hr

An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in chemistry. May be repeated for credit. Credit/No Credit.

CHEM 362. Advanced Physical Chemistry 3 sem hrs

A study of current topics in physical chemistry which extend the application or depth presented in Physical Chemistry I/II. Topics including statistical mechanics, reaction dynamics, theoretical/computational approaches, and in-depth use of peer-review literature. Prerequisite: current or prior enrollment in CHEM 322.

CHEM 370. Advanced Inorganic Chemistry 3 sem hrs

A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Prerequisite or co-requisite: CHEM 312.

CHEM 380. Advanced Organic Chemistry 3 sem hrs

An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Prerequisite or co-requisite: CHEM 312.

BIOC 330. Biochemistry 3 sem hrs

Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms, nucleic acid conformation, and special topics will be analyzed. Prior completion of BIOL 150 is highly recommended. Prerequisite: CHEM 230. Co-requisite: BIOC 335.

BIOC 335. Biochemistry Laboratory 1 sem hr

This course emphasizes spectrophotometry, enzyme purification and kinetics, computational chemistry of biomolecules, the use of computers in data analysis and scientific writing. Co-requisite: BIOC 330.

BIOC 390. Advanced Biochemistry 3 sem hrs

A study of advanced topics in biochemistry including metabolism, information processing, biochemical aspects of disease, and current biochemical findings. Prerequisite: BIOC 330.

CHEM 420. Independent Study 1–3 sem hrs

A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus.

CHEM 430. Research 1–3 sem hrs

An original laboratory project chosen in consultation with the chemistry faculty. The project may be performed off campus.

CLASSICS

Thomas J. Sienkewicz
Professor, Chair

Virginia Hellenga
Lecturer

Vicki Wine
Lecturer

Nicholas Dobson
Assistant Professor

William L. Urban
Professor

Classics Major (*30 semester hours in Classics, Latin, or Greek*):

Required courses:

CLAS	200	Introduction to Classical Studies
CLAS	201	Classics Seminar

At least one semester hour of Latin or Greek at the 102 level or higher.

Highly recommended courses:

CLAS	211	History of Greece
CLAS	212	History of Rome
CLAS	230	Classical Mythology

Greek Major (*30 semester hours, 22 of which must be in Greek*):

Required courses:

CLAS	200	Introduction to Classical Studies
CLAS	201	Classics Seminar

Highly recommended courses:

CLAS	211G	History of Greece
CLAS	230G	Classical Mythology

Latin Major (*30 semester hours, 22 of which must be in Latin*):

Required courses:

CLAS	200	Introduction to Classical Studies
CLAS	201	Classics Seminar

Highly recommended courses:

CLAS	212	History of Rome
CLAS	230G	Classical Mythology

Classics Minor (*15 semester hours in Classics, Latin, or Greek*):

Required course:

CLAS	200	Introduction to Classical Studies
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Greek Minor (*15 semester hours, 14 of which must be in Greek*):

Required course:

CLAS	200	Introduction to Classical Studies
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Latin Minor (*15 semester hours, 14 of which must be in Latin*):

Required course:

CLAS	200	Introduction to Classical Studies
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Teacher Certification:

Students can prepare to teach classics at the secondary level by completing the Classics Major requirements noted above and other requirements cited on pages 52-59.

Language Course Descriptions:

- LATN 101G. Elementary Latin I** 4 sem hrs
An introduction to Latin grammar and syntax with simple readings and translation.
- LATN 102G. Elementary Latin II** 4 sem hrs
Continuation of LATN 101. Students who have not completed LATN 101 or the equivalent are strongly advised to consult with the instructor prior to registration.
- LATN 200. Directed Readings** 1 sem hr
Reading, translation, and discussion of selected texts to be determined on the basis of student needs. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.
- LATN 203. Understanding Spoken Latin** 1 sem hr
A variety of audio and video resources are used in order to develop comprehension skills in understanding spoken Latin. May be repeated for credit.
- LATN 300. Directed Readings** 1 sem hr
Continuation of LATN 200. Students who have not completed LATN 200 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.
- LATN 400. Directed Readings** 1 sem hr
Continuation of LATN 300. Students who have not completed LATN 300 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.
- LATN 401. Individualized Study** 1–4 sem hrs
Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. May be repeated for credit with different topics.
- LATN 420. Prose Composition** 3 sem hrs
Prose composition in Latin. For advanced students only.
- GREK 101G. Elementary Greek I** 4 sem hrs
A study of grammar and syntax of ancient Greek with simple readings and translation.
- GREK 102G. Elementary Greek II** 4 sem hrs
Continuation of GREK 101. Students who have not completed GREK 101 or the equivalent are strongly advised to consult with the instructor prior to registration.
- GREK 200. Directed Readings** 1 sem hr
Reading, translation, and discussion of selected texts to be determined on the basis of student needs. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.
- GREK 212G. Biblical Greek** 3 sem hrs
Selections from the Greek Septuagint and New Testament. Prerequisite: GREK 101 or its equivalent.
- GREK 300. Directed Readings** 1 sem hr
Continuation of GREK 200. Students who have not completed GREK 200 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 400. Directed Readings **1 sem hr**

Continuation of GREK 300. Students who have not completed GREK 300 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREK 401. Individualized Study **1–4 sem hrs**

Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated for credit with different topics.

Civilization Course Descriptions:**CLAS 200. Introduction to Classical Studies** **1 sem hr**

This seminar surveys various fields of classics, including linguistics, archaeology, and history, and introduces prospective majors, minors and serious students of the classics to various research tools important to the discipline.

CLAS 201. Classics Seminar **1 sem hr**

In this seminar a central topic in classical studies is examined from a variety of disciplinary models and approaches. Intended for majors, minors and serious students of the classics. Prerequisite CLAS 200 or permission of the instructor. May be repeated for credit.

CLAS 211G. History of Greece **3 sem hrs**

(Cross-listed as HIST 211) A study of classical Greece concentrating on ancient historians and their works. Satisfies the "Human Societies" requirement.

CLAS 212G. History of Rome **3 sem hrs**

(Cross-listed as HIST 212) An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Satisfies the "Human Societies" requirement.

CLAS 224. Word Elements **3 sem hrs**

An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts.

CLAS 225. Scientific Terminology **2 sem hrs**

Examines Greek and Latin word elements in a variety of scientific language contexts, including medicine, biology, chemistry and physics. Considers ways to use technical dictionaries and Greek and Latin roots of the English language to understand and use scientific terminology.

CLAS 290. Academic Travel Course **1–2 sem hrs**

An academic travel course in which classical topics are studied at archeological sites, in museums and at other on-site locations in the Graeco-Roman world. The course includes both on-campus meetings prior to departure and on-site lectures. Prerequisite: None.

CLAS 401. Individualized Study **1–4 sem hrs**

Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. Prerequisite: Permission by the instructor. May be repeated with different topics.

Triad Course Descriptions:

The center of the classics curriculum at Monmouth College is the triad course, taught simultaneously in translation and in the original languages, according to student needs. This unique approach brings together students who can work in the original languages and those who cannot and provides benefits to each. In translation, students are exposed to textual analysis in the original languages, and language students have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects—including art, archaeology, history, and literature—are studied in order to provide an overview of classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context. Triad courses are offered in units of three: Classics, Latin, and Greek. A student may not enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek. All triad courses devote at least some attention to the influence of the subject on later Western culture.

CLAS 210G. Ancient Literature 3 sem hrs

A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theatre and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, comedy, the novel, lyric poetry, and satire or different themes, such as the trickster, love and marriage, and the generation gap. May be repeated for credit with different topics.

LATN 210. Roman Literature 3 sem hrs

Readings in Latin in the topics and genres covered in CLAS 210. Authors to be read may include: Vergil, Seneca, Terence, Plautus, Petronius, Horace, Catullus, and Juvenal. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 310. Roman Literature 3 sem hrs

Continuation of LATN 210. Students who have not completed LATN 210 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

LATN 410. Roman Literature 3 sem hrs

Continuation of LATN 310. Students who have not completed LATN 310 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREK 210. Greek Literature 3 sem hrs

Readings in Greek in the topics and genres covered in CLAS 210. Authors to be read may include: Homer, Aeschylus, Sophocles, Euripides, Aristophanes, the Greek novelists, Sappho, and Archilochus. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 310. Greek Literature 3 sem hrs

Continuation of GREK 210. Students who have not completed GREK 210 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 410. Greek Literature 3 sem hrs

Continuation of GREK 310. Students who have not completed GREK 310 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

CLAS 230G. Classical Mythology 3 sem hrs

A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples. This course considers a different topic every year, including “The Hero,” “The God,” and “Women in Mythology.” Satisfies the General Education requirement for “Beauty and Meaning in Works of Art” (Appreciation) component. May be repeated for credit with different topics.

LATN 230. Mythology 3 sem hrs

Readings in Latin about the myths discussed in CLAS 230. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 330. Mythology 3 sem hrs

Continuation of LATN 230. Students who have not completed LATN 230 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

LATN 430. Roman Literature 3 sem hrs

Continuation of LATN 310. Students who have not completed LATN 330 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREK 230. Mythology 3 sem hrs

Readings in Greek about the myths discussed in CLAS 230. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 330. Mythology 3 sem hrs

Continuation of GREK 230. Students who have not completed GREK 230 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 430. Mythology 3 sem hrs

Continuation of GREK 330. Students who have not completed GREK 330 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

CLAS 240G. Ancient Society: Topic 3 sem hrs

(Cross-listed as HIST 240G) A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. Satisfies the “Human Societies” requirement. May be repeated for credit with different topics.

LATN 240. Roman Society: Readings 3 sem hrs

Readings in Latin in the topics covered in CLAS 240. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 340. Roman Society 3 sem hrs

Continuation of LATN 240. Students who have not completed LATN 240 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

LATN 440. Roman Society 3 sem hrs

Continuation of LATN 340. Students who have not completed LATN 340 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREK 240. Greek Society: Readings 3 sem hrs

Readings in Greek in the topics covered in CLAS 240. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 340. Greek Society 3 sem hrs

Continuation of GREK 240. Students who have not completed GREK 240 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 440. Greek Society 3 sem hrs

Continuation of GREK 340. Students who have not completed GREK 340 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

CLAS 245. Ancient Religious Reflections 3 sem hrs

Deals with different aspects of religion in the world of the ancient Mediterranean. Topics include: "Sacred Places," "Mystery Religions Past and Present," and "Classical Mythology and Religion." While special attention is given to the ancient Greeks and Romans, the civilizations of other Mediterranean peoples, such as the Egyptians, are also discussed and special effort will be made to put these ancient reflections in a modern context. May be repeated for credit with different topics.

LATN 245. Roman Religious Reflections: Readings 3 sem hrs

Readings in Latin in the topics covered in CLAS 245. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

LATN 345. Roman Religious Reflections: Readings 3 sem hrs

Continuation of LATN 245. Students who have not completed LATN 245 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

LATN 445. Roman Religious Reflections: Readings 3 sem hrs

Continuation of LATN 345. Students who have not completed LATN 345 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

GREK 245. Greek Religious Reflections: Readings 3 sem hrs

Readings in Greek in the topics covered in CLAS 245. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics.

GREK 345. Greek Religious Reflections: Readings 3 sem hrs

Continuation of GREK 245. Students who have not completed GREK 245 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have junior standing. May be repeated for credit with different topics.

GREK 445. Greek Religious Reflections: Readings 3 sem hrs

Continuation of GREK 345. Students who have not completed GREK 345 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have senior standing. May be repeated for credit with different topics.

CLAS 250. Special Topics. May be repeated for credit. 3 sem hrs**LATN 250. Special Topics.** May be repeated for credit. 3 sem hrs**GREK 250. Special Topics.** May be repeated for credit. 3 sem hrs

COMMUNICATION STUDIES

Lee A. McGaan
Professor, Chair

Joe Angotti
Visiting Distinguished Professor

Chris Goble
Lecturer

Trudi K. Peterson
Associate Professor

Jeffrey Roegner
Visiting Instructor

Susan Van Kirk
Lecturer

Miranda Woolever
Visiting Lecturer

Overview of the Communication Major:

The Communication major offers a focus on human communication in a wide variety of settings from face-to-face and organizational contexts to media and mass communication. The major stresses both general knowledge of the process of communication and skillful development and presentation of messages. In addition to course work, students gain practical experience in their concentration through internships, independent study and co-curricular activities.

Career Opportunities:

Career opportunities for Communication majors include: business and organizational leadership, public relations, journalism, radio and television, corporate training, and education. Each of these opportunities involves the need to understand and develop useful communication strategies.

Required Courses for the Communication Major (36 semester hours):

COMM 101	Fundamentals of Communication
COMM 230	Introduction to Communication Studies
COMM 261	Mass Media and Modern Society
COMM 321	Junior Colloquium
COMM 421	Senior Colloquium
COMM 491	Freedom of Expression and Communication Ethics

One of the following two courses:

COMM 231	Interpersonal Communication
COMM 235	Small Group Communication

One of the following three courses:

COMM 263	Radio and Television Production
COMM 363	Media and Public Relations Writing
COMM 367	Layout and Design

Two of the following four courses:

COMM 333	Organizational Communication
COMM 335	Argumentation
COMM 337	Communication Criticism
COMM 339	Persuasion

A student is required to take three hours of 100/200 workshop credit for a Communication major and complete either an internship or independent study. However, no more than 12 hours of experiential credit may count toward the completion of the major; this includes 100/200 workshop and internships. Students may not exceed 3 credit hours of 100-level workshop or 8 hours of 200-level workshop.

A passing evaluation on the Communication Senior Electronic Portfolio.

Required Courses for the Communication Minor (*for students not seeking a major in Communication; 16 semester hours*):

COMM 101	Fundamentals of Communication
COMM 233	Advanced Public Speaking

One of the following two courses:

COMM 231	Interpersonal Communication
COMM 235	Small Group Communication

Two of the following four courses:

COMM 333	Organizational Communication
COMM 335	Argumentation
COMM 337	Communication Criticism
COMM 339	Persuasion

One semester hour of Communication workshop credit at the 100 or 200 level.

Required Courses for the Media Minor (*for students not seeking a major in Communication; 17 semester hours*):

COMM 101	Fundamentals of Communication
COMM 261	Mass Media and Modern Society
COMM 263	Radio and Television Production
COMM 363	Media and Public Relations Writing
COMM 365	Media Production

One semester hour of Communication workshop credit at the 100 or 200 level.

Course Descriptions:

COMM 101G. Fundamentals of Communication 3 sem hrs
A practice-oriented introduction to the forms of speech, including interpersonal, small group, and public communication. Offered each semester.

COMM 113. Communication: Workshop 1 sem hr
Staff-supervised participation in communication projects. Prerequisite: Permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 114. Print Media: Workshop 1 sem hr
(Cross-listed as ENGL 126) An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 115. Radio: Workshop 1 sem hr
Practical experience in radio production with a primary focus on being an announcer for the student radio station. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 116. Television: Workshop 1 sem hr
Practical experience in television production with a primary focus on producing a weekly news/sports program. Open to all students. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 213. Communication: Advanced Workshop 2 sem hrs

Continuation of COMM 113 with advanced work and/or a position of responsibility in communication. Primarily for junior and senior majors. Prerequisite: COMM 113, sophomore standing and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 214. Print Media: Advanced Workshop 2 sem hrs

(Cross-listed as ENGL 226) Continuation of COMM 114 with advanced journalism work and individual study with the instructor. Prerequisite: COMM 114 and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 215. Radio: Advanced Workshop 2 sem hrs

Continuation of COMM 115 with advanced work and/or a position of responsibility at the student radio station. Primarily for junior and senior majors. Prerequisites: COMM 115 and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 216. Television: Advanced Workshop 2 sem hrs

Continuation of COMM 116 with advanced work in television production with a primary focus on producing a monthly entertainment oriented program and/or a position of responsibility at the student television station. Primarily for junior and senior majors. Prerequisites: COMM 116 or 263 or 365 and permission of the instructor. May be repeated for credit up to the maximum allowed credit for workshops.

COMM 230. Introduction to Communication Studies 3 sem hrs

An introduction to the breadth of the field of communication studies through the examination of historical and contemporary communication theories. Acquaints students with general, thematic, and contextual theories of human communication to provide a more thorough understanding of communication processes in multiple contexts (interpersonal, small group, organizational, public performance, mass, and cultural). Gives attention to application of theory in practical settings and criteria for evaluating theories. Prerequisite: COMM 101 and Communication major or permission of the instructor. Offered each year.

COMM 231. Interpersonal Communication 3 sem hrs

An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, and communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Prerequisite: COMM 101. Offered each year.

COMM 233. Advanced Public Speaking 3 sem hrs

A theory and performance-oriented course focusing on the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, argumentation, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Prerequisite: COMM 101 or permission of the instructor. Offered each year.

COMM 235. Small Group Communication 3 sem hrs

A study of task-oriented, small group communication emphasizing effective organization, decision-making, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small group interaction. Prerequisite: COMM 101. Offered each year.

COMM 260. Introduction to Journalism 3 sem hrs

An examination of the fundamentals of news writing, news gathering and reporting for print and electronic press. Stresses the elements of style, construction and syntax in writing clear and concise copy. Special emphasis will be placed on writing and reporting news stories that are researched and select. The course will be divided into three segments: (1) Writing, editing and reporting for the print press, including the Internet, (2) writing, editing and reporting for radio, and 3) writing, editing and reporting for electronic media. We will examine the editorial decision making process as well as media coverage of major news events.

COMM 261. Mass Media and Modern Society 3 sem hrs

An inquiry into the mass media of our time (print, film, radio, television, etc.), including study of the forces that created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television. Offered each semester.

COMM 263. Radio and Television Production 3 sem hrs

A survey of the historical development of and operational and management trends within broadcasting combined with practical training (e.g., announcing techniques, handling of cameras and switching equipment, editing, program planning). Prerequisite: COMM 261 or permission of the instructor. Offered each year.

COMM 294. Special Topics. Communication 3 sem hrs**COMM 295. Special Topics. Print Media** 3 sem hrs**COMM 296. Special Topics. Electronic Media** 3 sem hrs**COMM 321. Junior Colloquium** 1 sem hr

An examination of the goals and outcomes of study in Communication. Includes opportunities to prepare and present projects and develop a student Web-based electronic portfolio. Individual and group study will occur. Topics include: an overview of issues and choices facing Communication majors, internship and independent study planning, web and portfolio design, as well as career analysis and planning. Prerequisite: Communication major and junior standing or permission of the instructor. Offered in the fall semester.

COMM 333. Organizational Communication 4 sem hrs

An analysis of organizational communication theories and methods and the study of organizational culture, motivation, conflict, decision-making, and power, and patterns for successful leadership and careers. Includes practice in forms of communication used in business with an extensive laboratory simulation in communication training and development. Prerequisite: COMM 101 and junior standing or permission of the instructor. Offered each year.

COMM 335. Argumentation 3 sem hrs

An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics). Frequent in-class, written and oral practice will occur including formal debating. Prerequisite: COMM 101 and COMM 233, or POLS 103, or POLS 200, or by permission by the instructor.

COMM 337. Communication Criticism 3 sem hrs

A study of various critical perspectives and methods as applied to a variety of different communication texts, including public speeches, plays, films, and television news broadcasts. Emphasis is placed on enhancing critical thinking skills as well as on writing and articulating persuasive arguments. Prerequisite: COMM 101 and 230.

COMM 339. Persuasion**3 sem hrs**

A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts culminating in the development of a persuasive campaign plan. Prerequisite: COMM 101 and 230 or 363. Offered each year.

COMM 363. Media and Public Relations Writing**3 sem hrs**

A broadcast media and public relations writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and news media. Prerequisite: COMM 261 or PUBR 341. Offered each semester.

COMM 365. Media Production**4 sem hrs**

A study of contemporary electronic communication technology. Applications include: Web site design and maintenance, the creation and implementation of multimedia projects (audio, video, graphics). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101. Offered each semester.

COMM 367. Layout and Design**4 sem hrs**

A study of design and layout concepts as they apply to print and electronic communication. Applications include Web site design and the creation and implementation of media projects (promotional graphics, printed materials, photo-illustrations). Combines application of communication theory with practice in developing successful projects. Prerequisite: Communication and Theatre Arts 101.

COMM 394. Seminar: Communication**3 sem hrs**

A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Permission of the instructor. May be repeated for credit.

COMM 395. Seminar: Print Media**3 sem hrs**

A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Permission of the instructor. May be repeated for credit.

COMM 396. Seminar: Electronic Media**3 sem hrs**

A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Permission of the instructor. May be repeated for credit.

COMM 421. Senior Colloquium**1 sem hr**

Continuation of Junior Colloquium examining the goals and outcomes of study in Communication. Includes opportunities to prepare and present projects and complete a student web-based electronic portfolio. Individual and group study will occur. Topics include: an overview of emerging issues facing Communication graduates, Web and portfolio design, as well as career and life planning. Seniors serve as mentors to sophomore and junior Communication majors. Prerequisite: Communication major and senior standing or permission of the instructor. Offered in the fall semester.

COMM 490. Independent Study**1–6 sem hrs**

A faculty directed program of individual study consisting of reading, research, or creative production. Prerequisite: Prior approval of the department. May be repeated for credit.

COMM 491. Freedom of Expression and Communication Ethics**3 sem hrs**

A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required

of all majors. Prerequisite: Senior Communication major or minor or senior Public Relations major, or permission of the instructor. Offered each year.

COMM 494. Internship in Communication 3–9 sem hrs

A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in communication. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

COMM 495. Internship in Print Media 3–9 sem hrs

A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in print media. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

COMM 496. Internship in Electronic Media 3–9 sem hrs

A course designed to allow the student to use skills and knowledge developed during major study in a field-based experience designed to prepare the student for a career in electronic media. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

EDUCATIONAL STUDIES

Craig Vivian
Associate Professor, Chair
Director of Teacher Education

Kelley Dwyer
Assistant Director of Teacher
Education

Lyle Pierce
Practicum Coordinator

Teresa Nelson
Teacher Ed. Program Asst. &
Student Teaching Coordinator
Lecturer

James Bukari
Visiting Assistant Professor

Monie Hayes
Assistant Professor

Mary Kay Johnson
Assistant Professor

Thomas Sargent
Associate Professor

Laura Zieglowsky
Assistant Professor

Thomas Best
Lecturer

Julie Bice
Lecturer

Melinda Grimm
Lecturer

Peggy Kulczewski
Lecturer

Debra Wilson
Lecturer

Natalie Vershaw
Lecturer

Overview of the Program:

Monmouth College has a long and distinguished tradition of preparing select students for teaching careers. The Department of Educational Studies currently offers a major in elementary education and course work leading to initial Illinois teaching certificates including: Elementary (type 03), Secondary (type 09), and K-12 Special (type 10). Endorsements to the initial certificate in specific content areas may be earned through the completion of additional course work; this includes the middle level endorsement.

In most instances, candidates completing a program approved by the State of Illinois qualify for certificates in other states. Advisers in the Department of Educational Studies are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

Candidates for an Illinois teaching certificate must pass the appropriate state-administered competency tests in order to be admitted to the program, continue in the program and to obtain a certificate. The professional education sequence and related content-area courses have been aligned with the Illinois Content Area Standards for Educators. The Monmouth College Teacher Education Program is currently accredited through the fall semester of 2010 by the Illinois State Teacher Certification Board. Detailed information on Monmouth College's Title II Report Card, in compliance with Title II of the Higher Education Act [20 USCA 1027], can be found at the Educational Studies departmental Web site: <http://department.monm.edu/education/default.htm>.

Most candidates enrolling in Department of Educational Studies courses pursue teaching certification. The requirements for each of these certification programs are detailed below. For specific coursework required for the endorsements, please make an appointment with the director of teacher education.

Educational Studies Major and Elementary Certification Sequence (K–4 grade level):

Candidates must complete:

EDUC 100	Foundations of Education
EDUC 101	Practicum I: Classroom Observation
EDUC 210	Characteristics of Exceptional and Diverse Learners
EDUC 215	Language and Learning in Diverse Communities
TEDP 200	Principles and Strategies of Teaching
TEDP 201	Practicum II: Curriculum and Instruction
TEDP 202	Integration of Educational Technology
POLS 103	American Politics
EDUC 220	Reading, Writing and Teaching Children's Literature

TEDP 300	Educational Theories of Learning
TEDP 301	Practicum III: Instruction
TEDP 360	Literacy I: Foundations and Content-Area Reading
TEDP 361	Literacy II: Instruction, Assessment, and Support
TEDP 362	Elementary Mathematics Curriculum and Instruction
TEDP 365	Elementary Science Curriculum and Instruction
TEDP 366	Elementary Social Science Curriculum and Instruction
TEDP 400	Student Teaching Practicum
TEDP 401	Student Teaching Seminar

One of the following three courses:

HIST 313	History of American Education
PHIL 211	Philosophy of Education
EDUC 250	Sociological Perspectives of Education

One TEDP/EDUC elective and at least 24 semester hours in an approved content area.

Approved content areas include: English, French, Latin, mathematics, music, science, social science, Spanish, speech/theatre, and visual arts.

Secondary Certification Sequence (9–12 grade level):

Candidates must complete:

EDUC 100	Foundations of Education
EDUC 101	Practicum I: Classroom Observation
EDUC 210	Characteristics of Exceptional and Diverse Learners
EDUC 215	Language and Learning in Diverse Communities
TEDP 200	Principles and Strategies of Teaching
TEDP 201	Practicum II: Curriculum and Instruction
TEDP 202	Integration of Educational Technology
POLS 103	American Politics
TEDP 300	Educational Theories of Learning
TEDP 301	Practicum III: Instruction
TEDP 350	Adolescent and Young Adult Literacy
TEDP 400	Student Teaching Practicum
TEDP 401	Student Teaching Seminar

One of the following three courses:

HIST 313	History of American Education
PHIL 211	Philosophy of Education
EDUC 250	Sociological Perspectives of Education

Two TEDP/EDUC electives, one specific methods course in the chosen major, and completion of a major in an approved program/certification area. Approved content majors include: biology, chemistry, English, history, mathematics, music, physical education, physics, political science, and visual arts.

Special Certification Sequence (K–12 grade level):

Candidates must complete:

EDUC 100	Foundations of Education
EDUC 101	Practicum I: Classroom Observation
EDUC 210	Characteristics of Exceptional and Diverse Learners
EDUC 215	Language and Learning in Diverse Communities
TEDP 200	Principles and Strategies of Teaching
TEDP 201	Practicum II: Curriculum and Instruction

TEDP 202	Integration of Educational Technology
POLS 103	American Politics
TEDP 300	Educational Theories of Learning
TEDP 301	Practicum III: Instruction
TEDP 350	Adolescent and Young Adult Literacy
TEDP 351	Adolescent Psychology
TEDP 352	Middle Level Principles and Strategies of Teaching
TEDP 400	Student Teaching Practicum
TEDP 401	Student Teaching Seminar

One of the following three courses:

HIST 313	History of American Education
PHIL 211	Philosophy of Education
EDUC 250	Sociological Perspectives of Education

Specific methods course(s) in the chosen major and completion of a major in an approved program/certification area. Approved content majors include: French, Latin, music, physical education, Spanish, and visual arts.

Education Course Descriptions:

EDUC 100. Foundations of Education 3 sem hrs

A survey course that introduces the various aspects of education and teaching. Reading, discussion, and reflection provide a basis for further decisions about teaching. Required for admittance to the Teacher Education Program.

EDUC 101. Practicum I: Classroom Observation 1 sem hr

Using ethnographic observational skills, students will record field notes on specific topics in a variety of classrooms in area K-12 schools. Classroom sessions will guide students through foundational readings, observational techniques, and analysis of the data. Required for admittance to the Teacher Education Program.

EDUC 210. Characteristics of Exceptional and Diverse Learners 3 sem hrs

A survey of the characteristics and special educational needs of disabled, gifted, and diverse learners. Significant individual differences are introduced and discussed as they apply to the area examined. The problems of identifying, educating, and treating exceptional children are considered. Prerequisite: Sophomore standing or permission of instructor.

EDUC 215. Language and Learning in Diverse Communities 3 sem hrs

A survey of the various ways learners enact literacy and participate in learning in relationship to their positioning according to race, gender, social class, and region. Through reading and reflective activities, students analyze the processes by which we learn to enact literacy in diverse ways across cultural and institutional contexts, including the school. Students will consider educational literature that justifies and illustrates culturally responsive pedagogy. Prerequisite: Sophomore standing or permission of instructor.

EDUC 220. Reading, Writing and Teaching Children's Literature 3 sem hrs

A study of the objectives, content, and methods of teaching literature in the elementary school. Required laboratory experiences including reading aloud, book talks and literature discussions. Prerequisite: Sophomore standing or permission of instructor.

EDUC 250. Special Topics 1–3 sem hrs

A course that covers diverse and specific topics related to education.

EDUC 274. Reading, Writing and Teaching Children's Literature in Multilingual UK 3 sem hrs

A cross-cultural study of children's literacy taught through a weekly seminar during the spring

semester at Monmouth College and culminating in a two-week summer intensive course in collaboration with the University of Reading in Reading, England. The course emphasizes critical approaches to teaching, researching, reading, and writing children's text at the Reading and Language Information Center, which houses the largest national collection of in-print books for children in the UK and stresses a commitment to racial and gender equity. Prerequisites: EDUC 101, 220 and 215 or permission of the instructor.

EDUC 377. Foundations of Art Education 3 sem hrs

This course is a study of contemporary art education theory addressing why art should be included in K-12 school curricula. Also included will be an introduction to the history of art education and an examination of the content of art for young people and contemporary approaches to creating art curriculum. Strategies for talking about art with young people will be stressed, and a personal statement of a philosophy of art education will be developed. Offered in the spring semester of even years.

EDUC 299. Independent/Group Study 1–3 sem hrs

Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair.

EDUC 399. Independent/Group Study 1–3 sem hrs

Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair.

EDUC 499. Independent/Group Study 1–3 sem hrs

Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair.

Teacher Education Program Course Descriptions:

Formal admission to the Teacher Education Program is required to enroll in TEDP courses. Admission criteria include, in part, a passing score on the Basic Skills Exam administered by the Illinois Certification Testing System; a 2.3333 cumulative Monmouth College GPA; completion of EDUC 100 and 101 with a grade of C or better; and completion of the application process.

TEDP 200. Principles and Strategies of Teaching 3 sem hrs

An investigation of K-12 curriculum including writing objectives, standards alignment, lesson planning, methods of instruction, resources and materials, evaluation and assessment, classroom management, and professional growth. Microteachings are required in the classroom. Providing a foundation for successful practicum and clinical experiences is a primary course objective. Prerequisite: Sophomore standing.

TEDP 201. Practicum II: Curriculum and Instruction 1 sem hr

The purpose of this practicum is to place teacher education candidates in classrooms where they will be involved directly in the teaching-learning process. Candidates will observe teaching strategies and techniques, classroom environment, and students' learning styles. They will also assist teachers in related educational activities including tutoring individual students and/or small groups of students. Prerequisite: Sophomore standing.

TEDP 202. Integration of Educational Technology 2 sem hrs

An introduction to the integration of technology in classrooms. Candidates will consider the impact of technology in light of current educational theories, instructional models, and social and ethical issues, and will evaluate and create educational projects involving office suite tools, presentation and concept-mapping software, Web authoring, instructional software, classroom hardware, and preparation and use of graphics and video. Prerequisite: Sophomore standing.

TEDP 299. Individual/Group Study 1–3 sem hrs

Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the department chair.

TEDP 300. Educational Theories of Learning 3 sem hrs

An exploration of the contributions of multiple competing theories of learning to educational practice. The course emphasizes learning theory and the dynamic tension between teacher, learner and content in education. Both theories and applications will be critically examined. The relationship between learning theories and transformative and reflective pedagogies will be developed in order to examine student-centered education that reflects teaching for change in understanding. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 301. Practicum III: Instruction 1 sem hr

The purpose of this practicum is to place teacher education candidates in classrooms where they will be involved directly in the teaching-learning process. In addition to activities such as assisting teachers in related educational activities including tutoring individual students and/or small groups of students, candidates will plan and present a series of lessons intended for the whole class. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 350. Adolescent and Young Adult Literacy 3 sem hrs

A study of the ways adolescents and young adults use writing and speaking to explore concepts, generate knowledge, and demonstrate understanding. This reading and writing-intensive course models a student-centered, process approach to curriculum and instruction as it engages students in reading and writing workshop activities and asks them to consider the theories and research that support a culturally relevant process model for student-centered literacy pedagogy to support adolescents' achievement of content area goals. Course readings and activities additionally invite consideration of the ways that students use listening, speaking, and media literacy to make sense of their social worlds and communicate their perceptions. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 351. Adolescent Psychology 3 sem hrs

A study of the developmental characteristics typical of young adolescents. Theories exploring the biological, cognitive and social needs of these young students are studied to aid classroom teachers in understanding classroom dynamics. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 352. Middle Level Principles and Strategies of Teaching 3 sem hrs

A study of the history of the middle school movement, research associated with middle grades instruction and institutional settings, and research into the needs and attributes of middle grades students. Candidates will recognize how various instructional, interpersonal, and institutional elements can work together to inform the complicated, yet exciting, dynamics of the middle grades classroom. Candidates will collaboratively develop cross-curricular instructional plans, integrate technology for teaching and learning, and explore instructional techniques which emphasize student-centered, active learning. Prerequisites: TEDP 200, 201, 202 and junior standing.

TEDP 360. Literacy I: Foundations and Content-Area Reading 3 sem hrs

Introduction to developmentally appropriate foundations, methods, theories, and practices for teaching and assessing reading, writing, speaking, and listening in elementary classrooms, adapting these methods to meet the individual needs of diverse groups of children, and applying these methods in content area reading in a classroom. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 361. Literacy II: Instruction, Assessment, and Support 3 sem hrs

Methods and content for assessing and instructional procedures for diagnosing and correcting the reading and writing difficulties of elementary children in the regular classroom setting. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 362. Elementary Mathematics Curriculum and Instruction 2 sem hrs

This course presents various approaches to plan and implement effective mathematics instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate mathematical learning experiences in the classroom. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 363. Elementary Music Curriculum and Instruction 2 sem hrs

This course presents various approaches to plan and implement effective music instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate musical learning experiences in the classroom with emphasis on singing and functional piano technique. Prerequisites: MUSI 122, TEDP 200, 201, and junior standing. Offered in the fall semester of odd years. Offered in alternate years.

TEDP 364. Elementary Physical Education Curriculum and Instruction 3 sem hrs

This course presents various approaches to plan and implement effective physical education instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate physical education learning experiences in the classroom with emphasis on motor development principles as they relate to specific program content. Prerequisites: TEDP 200, 201, and junior standing. Offered in the fall semester.

TEDP 365. Elementary Science Curriculum and Instruction 2 sem hrs

This course presents various approaches to plan and implement effective science instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate science learning experiences in the classroom. Content from life, physical and earth/space science will be experienced through a wide range of hands-on, process-oriented activities selected from exemplary resource programs for K-8 science instruction. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 366. Elementary Social Science Curriculum and Instruction 2 sem hrs

This course presents various approaches to plan and implement effective social studies instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate social science learning experiences in the classroom with emphasis on curriculum, varied and grade-appropriate materials. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 370. Secondary Drama/Theatre Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school drama/theatre programs. Applying theory and research from theatre arts education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 371. Secondary English Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school English programs. Applying theory and research from English education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the fall semester.

TEDP 372. Secondary Mathematics Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school mathematics programs. Applying theory and research from mathematics education to the

planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 373. Secondary Instrumental Music Curriculum and Instruction 2 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school instrumental music programs. Applying theory and research from instrumental music education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the fall semester of even years.

TEDP 374. Secondary Physical Education Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school physical education programs. Applying theory and research from physical education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the spring semester.

TEDP 375. Secondary Science Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing.

TEDP 376. Secondary Social Science Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school social science programs. Applying theory and research from social science education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the spring semester.

TEDP 377. Visual Arts Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school visual arts programs. Applying theory and research from visual arts education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the spring semester of even years.

TEDP 378. Foreign Language Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school foreign language programs. Applying theory and research from foreign language education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the spring semester.

TEDP 379. Health Education Curriculum and Instruction 3 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school health education programs. Applying theory and research from health education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the spring semester.

TEDP 383. Secondary Vocal Music Curriculum and Instruction 2 sem hrs

A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school vocal music programs. Applying theory and research from vocal music education to the planning and implementing of instruction is stressed. Prerequisites: TEDP 200, 201, and junior standing. Offered in the spring semester of odd years.

TEDP 399. Individual/Group Study 1–3 sem hrs

Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the department chair.

Student Teaching Clinical Experience Course Descriptions:

Formal admission to the Student Teaching Clinical Experience is required to enroll in TEDP 400 and TEDP 401. Admission criteria include, in part, a passing score on the Content-area Exam administered by the Illinois Certification Testing System; a 2.75 cumulative Monmouth College GPA; a 2.75 cumulative GPA in the major/content area; a 2.75 cumulative GPA in educational foundations courses; exceed 100 hours of practicum field experiences; documentation of responsible and mature dispositions; and completion of the application process.

TEDP 400. Student Teaching Practicum**12 sem hrs**

An extensive and intensive opportunity for the candidate to demonstrate proficiencies in the professional role for which he/she is preparing. Through the placement process conducted by the Clinical Experience Coordinator, the candidate is assigned a 70/76-day clinical experience appropriate to the certificate sought. The candidate interacts daily with one or more cooperating teachers and regularly with a college clinical experience supervisor and other student teachers. Multiple assessments are used to document the candidate's growth and development during this clinical experience. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience.

TEDP 401. Student Teaching Seminar**3 sem hrs**

An extensive and intensive weekly opportunity for candidates to interact with faculty and college supervisors to reflect upon clinical experiences. Each candidate creates a developmental portfolio that documents the knowledge and performances associated with the Illinois Professional Teaching Standards. Prerequisite: Formal admission to the Monmouth College Student Teaching Clinical Experience.

ENGLISH

Robert Hale
Professor, Chair

Marlo Belschner
Associate Professor

Mary Bruce
Professor

Lydia Cooper
Visiting Assistant Professor

David King
Lecturer

Kevin Roberts
Lecturer

Erika Solberg
Lecturer

Craig Watson
Professor

Mark Willhardt
Professor

Overview of the Program:

The study of English at Monmouth College celebrates the discipline and joys of close reading, critical thinking, and good writing. Students begin with a gateway to the major course which introduces them to the range of scholarship and practice within the discipline; then complete a sequence of American and British literature surveys to develop a grounding in literary history; next complete a course on Shakespeare to study one of the most influential writers in the language; and conclude with a senior research course to apply the knowledge and skills acquired in the major towards a senior thesis. Students also take at least four English electives which might emphasize literature, teaching, or writing. In addition, all English majors submit an English studies portfolio in the senior year (see the English departmental Web site for description). Departmental honors is based upon students' GPA in the major and their performance in the senior seminar.

Required Core Courses for the English Major (21 semester hours):

ENGL 200	Introduction to English Studies
ENGL 220	British Survey I
ENGL 221	British Survey II
ENGL 224	American Survey I
ENGL 225	American Survey II
ENGL 400	Senior Seminar

One of the following two courses:

ENGL 361	Shakespeare I: Comedies and History Plays
ENGL 362	Shakespeare II: Tragedies and Romances

Electives for the English Major:

English majors complete at least four additional courses which might follow one of these three tracks or reflect a combination of them:

Literature:

ENGL 240	Russian Literature of the Nineteenth Century
ENGL 250	Special Topics
ENGL 260	The Literature of Feminism
ENGL 343	Twentieth-Century British Literature
ENGL 347	Genre Studies in American Literature
ENGL 348	Topics in American Literature
ENGL 349	Topics in American Literature
ENGL 350	Special Topics in Literature and Related Areas

Teaching:

ENGL 201	Grammar
ENGL 314	History of the English Language

Writing:

ENGL 210	Creative Writing
ENGL 299	Writing Fellows
ENGL 301	Advanced Composition
ENGL 310	Advanced Creative Writing

Required Core Courses for the English Minor:

A minor in English consists of at least six courses: three required courses and three electives at the 200 or 300 level. (Students whose major is Elementary Education and who wish to minor in English must take ENGL 201.)

One of the following two courses:

ENGL 220 British Survey I
ENGL 221 British Survey II

One of the following two courses:

ENGL 224 American Survey I
ENGL 225 American Survey II

One of the following two courses:

ENGL 361 Shakespeare I: Comedies and History Plays
ENGL 362 Shakespeare II: Tragedies and Romances

Teacher Certification:

Students seeking teacher certification are required to complete the English major requirements cited above, ENGL 201, and TEDP 371. ENGL 110 may be counted toward the 32-semester-hour certification requirement in the field. Other requirements for certification are described on pages 52-59. A second teaching area in speech is also recommended.

Course Descriptions:**ENGL 110G. Composition and Argument** **4 sem hrs**

A writing and reading course designed to help students analyze and evaluate what they read, recognize and use a variety of rhetorical modes and argumentative strategies, improve their critical thinking skills, and arrange their thoughts into well-organized, concise, thesis-focused essays.

ENGL 126. Print Media: Workshops **1 sem hr**

(Cross-listed as COMM 114) An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit. Credit/No Credit.

ENGL 180G. Introduction to Literature: Special Topics **3 sem hrs**

A general literature course for non-majors, ENGL 180 seeks to encourage life-long reading through appreciation of literary language and form. The course will emphasize examination and comparison of literary genres, structure and form in fiction and poetry, and New Critical analysis (point of view, plot, setting, characterization, diction, imagery, metaphor and symbol, theme, etc.). In addition, the course will place a particular topic or sub-genre in the context of pertinent historical and cultural settings, while examining categorical assumptions about "popular" and "serious" literary treatments. Suggested titles include: "Mystery, Magic and Monsters: Sensation Literature in the Nineteenth Century," "Love in the Western World," "Futurist Fictions," "Paddle My Own Canoe: Nineteenth-Century American Spinster Writers," "Masterpieces of World Literature," etc. Satisfies the General Education requirement for "Beauty and Meaning in Works of Art" (Appreciation) component. Prerequisite: ENGL 110. May be repeated only with permission of the instructor.

ENGL 200. Introduction to English Studies **3 sem hrs**

A gateway to the English major, this course is designed to introduce majors to the broad range of scholarship and practice within the discipline of English. Included will be emphasis upon close reading and research skills, as well as overviews of the history of the discipline, creative writing, literary criticism and theory, and vocational paths. Prerequisite: ENGL 110.

ENGL 201. Grammar 3 sem hrs

A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory.

ENGL 210G. Creative Writing 3 sem hrs

Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Prerequisite: ENGL 110.

ENGL 220. British Survey I 3 sem hrs

A historical survey emphasizing literary and cultural developments in English literature from the Medieval through the Neoclassical periods. Prerequisite: ENGL 110.

ENGL 221. British Survey II 3 sem hrs

A historical survey emphasizing literary and cultural developments in English literature from the Romantic through the Modern periods. Prerequisite: ENGL 110.

ENGL 224. American Survey I 3 sem hrs

One of two introductory surveys in American literature emphasizing literary movements, and cultural and historical developments in the literature of the United States. Readings will include: Native American creation myths; explorer narratives; poetry, fiction, and non-fiction from such writers as Bradstreet, Mather, Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: ENGL 110.

ENGL 225. American Survey II 3 sem hrs

An introductory survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Jewett, Wharton, Twain, James, Chopin, Crane, Pound, Robinson, Frost, Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of English 224, but may be taken alone and without regard to sequence. Prerequisite: ENGL 110.

ENGL 226. Print Media: Advanced Workshops 2 sem hrs

(Cross-listed as COMM 214) Continuation of ENGL 126 with advanced journalism work and individual study with the instructor. Prerequisite: ENGL 126 or permission of the instructor. May be repeated for credit.

ENGL 240G. Russian Literature of the Nineteenth Century 3 sem hrs

An introductory survey of nineteenth-century Russian literature in translation. Emphasis is on outstanding works of the period in their cultural and historical contexts. Includes works by such writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite: ENGL 110.

ENGL 250. Special Topics 3 sem hrs

May be repeated for credit.

ENGL 260. The Literature of Feminism 3 sem hrs

A study of the evolution of feminist thought and its collective definition as it has been imaginatively translated from experience into art by several generations of literary women. Prerequisite: ENGL 110.

ENGL 274. Reading, Writing and Teaching Multicultural Children's Literature 3 sem hrs

(Cross-listed as EDUC 274) This three-week off campus course at the University of Reading in England exposes students to fine, multicultural children's literature. The course teaches critical approaches to reading, teaching, researching and writing children's literature at the Reading and Language Information Centre (RALIC), which houses the largest national collection of

in-print books for children and stresses a commitment to racial and gender equality. Students also visit British schools and publishers.

ENGL 299. Writing Fellows 2 sem hrs

An introduction to the tutoring process, as well as basic pedagogical and developmental strategies for teaching writing. Course requirements will include: readings in composition/tutoring theory and practice as well as tutoring in the Teaching and Learning Center (TLC). Enrollment through nomination and recommendation only. Prerequisite: ENGL 110.

ENGL 301. Advanced Composition 3 sem hrs

A study of rhetorical strategies and their application to assignments in journalism, scientific writing, and essay writing. Open to juniors and seniors or by permission of the instructor. Prerequisite: ENGL 110. May be repeated for credit.

ENGL 310. Advanced Creative Writing 3 sem hrs

Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: ENGL 210 or permission of the instructor.

ENGL 314. History of the English Language 3 sem hrs

A study of the development of the English language with some attention to its internal history—sounds and inflection—as well as to its external history—political, social, and intellectual movements and forces that have affected the development of the language. Prerequisite: ENGL 110. Offered in alternate years.

ENGL 343. Twentieth-Century British Literature 3 sem hrs

Studies in various British authors of the twentieth century. Recent course offerings have included "Yeats and Eliot," "Twentieth-Century Literary Movements," and "Modernism." Prior completion of ENGL 221 is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 347. Genre Studies in American Literature 3 sem hrs

An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included "Modern American Poetry," "The Contemporary American Novel," "Modern American Drama," and "African American Autobiography and Fiction"; henceforth, "Introduction to Literary Theory" will be offered periodically. Prior completion of an American literature survey (ENGL 224 or 225, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 348. English Novel 3 sem hrs

An upper-division course that will focus on some aspect of the history of the English novel (eighteenth, nineteenth, twentieth century), some type of novel (e.g., the comic novel), some group of writers (e.g., women writers, Murdoch and Powell), or a single author (e.g., Dickens). Recent course offerings have included "The Comic Novel," "Modern British Novel," "Nineteenth-Century Women Novelists," and "The Victorian Novel." Prior completion of ENGL 221 is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 349. Topics in American Literature 3 sem hrs

An upper-division course concentrating on a particular period, movement, or author in American literature. Recent course offerings have included: "Hawthorne and Melville,"

“The Gilded Age,” and “American Literature between the World Wars.” Prior completion of an American literature survey (ENGL 224 or 225, pertinent to the course topic and title) is recommended, but not required. Prerequisite: ENGL 110. May be repeated for credit with different topics.

ENGL 350. Special Topics in Literature and Related Areas 3 sem hrs

A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Prior completion of an English or American literature survey (220, 221, 224, or 225—pertinent to the course topic and title) is recommended, but not required. Recent offerings have included “Chaucer,” “Romantic Poetry,” and “Victorian Culture.” Prerequisite: ENGL 110. May be repeated for credit.

ENGL 361. Shakespeare I: Comedies and History Plays 3 sem hrs

Studies in the comedies and the history plays. Prior completion of ENGL 220 is recommended, but not required. Prerequisite: ENGL 110.

ENGL 362. Shakespeare II: Tragedies and Romances 3 sem hrs

Studies in the tragedies and romances. Prior completion of ENGL 220 is recommended, but not required. Prerequisite: ENGL 110.

ENGL 400. Senior Seminar 3 sem hrs

An intensive study of key literary periods and subjects. Recent seminars have focused upon: “Literature of the American South,” “New England Women Writers of the Late Nineteenth Century,” “Revolutionary Books,” “The American Expatriate Experience in Literature” and “Arthurian Literature.” Required of all senior English majors. Offered in the spring semester.

ENGL 420. Independent Study 3 sem hrs

Students arrange independent study projects with individual instructors. May be repeated for credit.

ENGL 490. Directed Study in English 1–3 sem hrs

An experience designed to allow the student to use writing, editorial and professional skills developed during the major by working on departmental publications or external internships. The course will help prepare the student for employment in various English-related fields. Prerequisite: prior approval of the department. May be repeated for credit.

ENVIRONMENTAL SCIENCE

Kenneth L. Cramer
Professor, Coordinator

Kevin Baldwin
Associate Professor

Overview of the Program:

The aim of the Environmental Science major is to give students a solid foundation in the natural sciences (including mathematics) and social sciences that pertain to environmental issues and problems.

Although not all students choosing to major in Environmental Science are necessarily interested in pursuing scientific careers, all should have a firm foundation in the sciences that pertain to environmental concerns. They can thus be more effective lawyers, politicians, advocates, etc. (if those are careers they aspire to) than if they lacked training in the sciences. They will be able to talk with biologists, chemists, and geologists more intelligently than those who do not have a firm grounding in these areas. Likewise, students interested in science-oriented careers in the environment need the perspective and context provided by the social science courses in the major. The social implications of environmental issues cannot be ignored, and the solutions to environmental problems are increasingly economically and politically charged.

The Environmental Science student chooses from one of two concentrations, science or policy. Each concentration has the same core requirements listed below plus additional requirements for each concentration. Students in either concentration are not precluded from taking additional courses in the other concentration. Also, a number of electives are available for each concentration; none of these are required.

Several of the courses (Hydrogeology, Environmental Economics, Environmental Politics) were designed specifically for the program. Additionally, all participants in the program are required to complete an independent research project in a department of their choice.

Career Opportunities:

The Environmental Science major is intended to give students a broad yet firm foundation that can be used as a springboard into graduate/professional school or employment. The environmental field is extremely broad, ranging from environmental chemistry to wildlife management to environmental engineering to environmental law. Accordingly, the major attempts to provide a breadth of experience to provide a foundation for specialization later in one's career.

Therefore, we think it is important for students as soon as possible to attempt to define their interests in the environment. What is it they hope to do? Environmental monitoring? Toxicology? Engineering? Natural resource management? Advocacy? Law? Politics? Do they hope to go directly into employment? Or into graduate/professional school? Depending on the students' specific interests, they can appropriately plan their elective course work and plan to do research and/or internships along the lines of their interests.

Equipment and Facilities:

Because the program is interdisciplinary, it makes use of classrooms and labs throughout the campus. The sciences at Monmouth have a tradition of intensive hands-on laboratory work, and the college is well equipped to support the natural science component of the major.

The college maintains an Ecology Field Station on the banks of the Mississippi River, about 30 minutes from campus. Two boats, both with 20-h.p. motors, are stored at the station for use in aquatic work on the Mississippi or on local lakes. The location of the station gives us easy access to the river and to a variety of terrestrial environments (e.g., deciduous forest, conifer plantations, agricultural). A variety of field sampling and collecting gear is stored at the station, including live-capture traps for birds and mammals and instrumentation for water analysis.

The LeSuer Nature Preserve, a short 15-minute walk from campus, is also used for field studies, course projects, and senior research. Several acres have been restored to native prairie and a large stream bisects the area. Riparian and flood plain forest also offer abundant opportunities for research in the expanding field of ecological restoration.

The college also maintains a small, fresh-water pond and a one-acre native prairie plot for field projects. More information on these areas can be found in the Department of Biology section of this catalog.

Off-Campus Programs and Field Trips:

ACM (Associated Colleges of the Midwest) Studies in Latin American Culture and Society: Costa Rica—a spring semester program in Costa Rica. A month-long orientation prepares students through intensive language training and review of field methodology. Thereafter, students can conduct research in a diversity of Costa Rica's ecological zones.

ACM Tanzania: Studies in Human Evolution and Ecology—a fall semester program in Tanzania. Students spend several weeks at the University in Dar es Salaam learning language and taking courses in human evolution and ecology. They then move to field camps in the Serengeti or near Laetoli, depending on their area of interest.

Numerous work/research internships involving environmental problems are available on a competitive basis.

Field-oriented courses at Monmouth College (e.g., Ecology, Field Botany) make frequent use of the Ecology Field Station, LeSuer Nature Preserve, the Spring Grove Prairie, and other local settings. There are also occasional weekend trips to such places as Indiana Dunes National Lakeshore and Horicon National Wildlife Refuge. Finally, faculty occasionally offer spring break and summer trips to specific ecosystems such as the tropics (Panama), the desert southwest (Grand Canyon), or the arctic (Alaska).

Environmental Science Major, Required Courses (33 semester hours):

ENVI	103	Introduction to Environmental Science
BIOL	150	Investigating Biological Concepts
BIOL	155	Introduction to Ecology, Evolution, and Diversity
BIOL	307	Ecology
CHEM	140	General Chemistry
CHEM	228	Organic Chemistry I
ECON	200	Principles of Economics
SOCI	343	Sociology of Development

One of the following two courses:

POLS	103	American Politics
POLS	200	Introduction to Comparative Politics

Science Concentration, Required Courses (17 semester hours plus research):

CHEM	220/225*	Introductory Analytical Chemistry/Introductory Analytical Chemistry Laboratory
ENVI	218	Hydrogeology
MATH	207	Statistics for the Sciences
MATH	151	Calculus

Senior Research in BIOL, CHEM, or PHYS.

**Co-requisite courses (must be taken concurrently).*

Recommended Science Electives (*not required*):

BIOL	201	Field Botany
BIOL	222	Introduction to Research I
BIOL	322	Introduction to Research II
BIOL	315	Field Zoology
CHEM	230	Organic II
MATH	152	Calculus II
PHYS	130	Physics I
PHYS	132	Physics II

Policy Concentration, Required Courses (*13 semester hours plus research*):

ECON	380	Environmental Economics
POLS	375	Environmental Politics
COMM	335	Argumentation

One of the following two courses:

MATH	106	Elementary Statistics
MATH	207	Statistics for the Sciences

Senior Research in department of choice.

Recommended Policy Electives (*not required*):

COMM	233	Advanced Public Speaking
COMM	235	Small Group Communication
COMM	339	Persuasion
ECON	310	Regulation and Legislation
ECON	340	Economics and Law
ECON	370	Public Finance
POLS	311	Parties and Elections
SOCI	102	Social Problems
SOCI	345	Social Inequality
PHIL	310	Environmental Ethics

Course Descriptions:**ENVI 103. Introduction to Environmental Science** 3 sem hrs

The course is an introduction to the scope, magnitude, and diversity of environmental issues approached by scientists and policy-makers. An interdisciplinary approach to solving environmental problems is emphasized by providing a scientific, social, and political understanding of the issues. Also included are field trips to study human impacts on our environment and group discussion aimed at critical analysis of current environmental topics.

ENVI 218. Applied Hydrogeology 4 sem hrs

An applied approach to the analysis of the hydrologic cycle with an emphasis on the physical properties, transport, use and contamination of surface water and groundwater. Includes laboratory and field experiences. Prerequisite: MATH 141, or permission of the instructor.

HISTORY

Simon Cordery
Associate Professor, Chair

Tom Best
Lecturer

Amy Caldwell
Associate Professor

Stacy A. Cordery
Professor
Curator, College Archives

Nicholas Dobson
Assistant Professor

Thomas J. Sienkewicz
Professor

David Suda
Professor

William L. Urban
Professor

Fred Witzig
Assistant Professor

Requirements for the History Major (30 semester hours):

A major in History provides both breadth and depth in our understanding of the past and present. Majors are encouraged to participate in an off-campus program, ideally in the junior year.

HIST 260 The Historian's Craft (*strongly recommended in the freshman or sophomore year for all majors*)

HIST 300 Historiography Seminar (*the "capstone" course required of all majors, to be taken in the junior, occasionally senior, year*)

Two 3-semester-hour courses in each of the following three areas:

United States history

Western history

World history

Elective courses to reach the required total of 30 semester hours.

Majors who wish to graduate with departmental honors will either write a research paper in HIST 420 or have a GPA in history of 3.50.

Requirements for the History Minor (15 semester hours):

One 3-semester-hour course in each of the following three areas:

United States history

Western history

World history

Elective courses to reach the required total of 15 semester hours.

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 53–60.

Course Descriptions (Note: World history courses are marked with an asterisk):

HIST 101. Western Civilization I 3 sem hrs

The Ancient World to the Renaissance. A survey of the ancient Middle East, classical Greece and Rome, the early Christians, the Middle Ages and the Renaissance, during which time were formed many of the institutions and ideas that characterize European civilization. Emphasis on geography, political and religious systems, and social change.

HIST 102. Western Civilization II 3 sem hrs

From the Reformation to 1848. A survey of the Renaissance and the Reformation, the Counter-Reformation, the Age of Science, the Enlightenment, and the Revolutionary Era. Emphasis on new concepts in religion, science and philosophy, and the development of the modern state.

HIST 103. Western Civilization III 3 sem hrs

From 1848 to the present. A survey from the formation of the modern nation-states to the present, from the beginnings of modern colonialism to the post-colonial era. Emphasis on economic and cultural change, new political systems, and the creation of the world we know today.

HIST 105. History Through Movies**1 sem hr**

This one-hour course explores how a particular era, theme, or issue has been represented in popular mainstream movies. The course will meet one evening a week for a short lecture on the movie, to view the movie, and to discuss it. May be repeated when the topic is changed.

HIST 110. American History 1492–1750**3 sem hrs**

An investigation of the reasons why early modern Europeans undertook what became the conquest of the Americas, how the Spanish, French, and English interacted with the Native Americans they encountered, the different systems of slavery and the experiences of later immigrant groups.

HIST 111G. United States History 1750–1900**3 sem hrs**

A study of the main political, social, cultural, and economic developments in the late colonial, early national, Civil War, and industrial eras until 1900.

HIST 112G. United States History 1900–Present**3 sem hrs**

A study of political, cultural, and social movements in the United States from 1900 to the present.

HIST 121. Latin American History I***3 sem hrs**

Survey of Latin American History from pre-Columbian times through the Independence Wars.

HIST 122. Latin American History II***3 sem hrs**

Survey of Latin American History from 1830 to the present.

HIST 190. Introduction to Archival Work**1 sem hr**

A work experience in the Monmouth College archives. How to handle, catalog, and locate materials for individual and class use. Prerequisite: Permission of the instructor. No student may be simultaneously enrolled in HIST 190 and HIST 300. May be repeated for credit.

HIST 200. History of Illinois**3 sem hrs**

This course provides an overview of the history of the State of Illinois in a regional context.

Major topics include: Native American peoples and European colonization, agricultural settlement and the growth of cities, industrialization, immigration and migration, and political and social change after World War II.

HIST 202. Modern Japan***3 sem hrs**

(Cross-listed as POLS 202) A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West.

HIST 203. History of Brazil***3 sem hrs**

This course analyzes the history of Brazil from the time of its discovery in 1500 until the present. The course is organized both chronologically and thematically. Some of the themes explored include: the indigenous presence, slavery, colonialism, independence, the Brazilian empire, populism, modernism, the military in politics and the rise of new social movement.

HIST 211. History of Greece**3 sem hrs**

(Cross-listed as CLAS 211) A study of classical Greece and its contributions to world civilizations. Offered in alternate years.

HIST 212. History of Rome**3 sem hrs**

(Cross-listed as CLAS 212) An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic.

HIST 240. Ancient Society: Topic**3 sem hrs**

(Cross-listed as CLAS 240G) A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different

social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics.

HIST 250. Special Topics 1–3 sem hrs

HIST 251. Special Topics. May be repeated for credit with different topics. 1 sem hr

Credit/No Credit. May be repeated once, as topics change.

HIST 260. The Historian's Craft 3 sem hrs

An exploration of how historians discover and use the tools of the trade, with a broad overview of research methods then applied in a collaboratively written research paper. Strongly encouraged for all History majors as freshmen and sophomores.

HIST 290. Practicum in Archival Work 1 sem hr

Study in the theory and practice of archival work. Involves supervision of students in HIST 190. Prerequisite: HIST 190. No student may be simultaneously enrolled in HIST 290 and HIST 300. May be repeated for credit. Usually offered in the fall semester.

HIST 300. Historiography Seminar 3 sem hrs

A research and historiography seminar required of all History majors. Should be taken in the junior year. No student may be simultaneously enrolled in HIST 300 and HIST 190 or 290.

HIST 302. History of the Middle East* 3 sem hrs

(Cross-listed as RELG 302) A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. The history of Arabic, Turkic, and Iranian peoples; the period of Ottoman rule; the impact of Western imperialism; and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region.

HIST 303. History of India and South Asia* 3 sem hrs

Emphasizes the impact of British colonialism, twentieth-century nationalism, and the Partition and its aftermath. Particular attention is paid to the topics of ethnic and cultural diversity, and the means of imperial rule.

HIST 304. History of Sub-Sahara Africa* 3 sem hrs

A study of tensions between tradition and modernity with emphasis on Western imperialism, southern Africa, and the rise of African nationalism.

HIST 305. History of Mexico* 3 sem hrs

Survey of Mexican history from the Indian civilizations to the present with an emphasis on the evolution of society from the two cultures of the colonial period to the Mestizo culture of today.

HIST 306. The Enlightenment 3 sem hrs

A study of the literature, philosophy, art, and music of the period 1600–1800.

HIST 307. Modernism and the Great War 3 sem hrs

Covers the period from c.1890 to 1939, focusing on the First World War as the defining event of the period. Emphasis is on the complementarity of social and political conditions, and cultural and intellectual concerns.

HIST 308. Nineteenth-Century Arts and Letters 3 sem hrs

An interdisciplinary study of Romanticism and Realism integrating art, music, literature, and philosophy.

HIST 309. Russian Cultural History* 3 sem hrs

An overview of the cultural history of the former Soviet Union. Emphasizes the tension between the arts (literature, music, the visual arts, and cinema) and the political context of the

Soviet Union. Topics include: pre-revolutionary developments, avant-garde modernism of the revolution and the 1920s, socialist realism, censorship and samizdat, emigre art and artists, glasnost, and the arts.

HIST 312. Religion in America 3 sem hrs
(Cross-listed as RELG 312) From the colonial period to contemporary developments, including secularization, New Age movements, and the flourishing of the world's religious traditions within an American context. Topics vary; may be repeated for credit with permission of the instructor.

HIST 313. History of American Education 3 sem hrs
A study of the evolution of the public schools and higher education emphasizing problems of the twentieth century.

HIST 314. Civil War 3 sem hrs
A survey of the War Between the States, using documents of the government depository in the Hewes Library.

HIST 315. Wild West 3 sem hrs
A survey of the trans-Mississippi West from 1790 to 1890, using literature and materials from the government depository in the Hewes Library.

HIST 316. World War II 3 sem hrs
A survey of the world conflict emphasizing its watershed importance for modern times, especially its impact on United States society and America's view of its role in world politics.

HIST 317. The History of Sports in the United States, 1800–Present 3 sem hrs
A survey of the history of sports from amateur pastimes to big business. The focus is on the cultural and social impact of sports in the United States, with a particular emphasis on the ways in which sports have changed and been changed by the cultural, social, technological, and economic transformations of the United States in the time period covered.

HIST 319. History of the Contemporary World 3 sem hrs
Focusing on the aftermath of World War II and concluding with the fall of Communism in eastern Europe and the USSR, this course surveys the major political events and economic forces of the last-half of the twentieth century.

HIST 320. Independent Study 1–3 sem hrs
Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Permission of the instructor.

HIST 322. Medieval History 3 sem hrs
Topics in medieval life, politics, and culture. Covers Byzantine, Frankish, Viking, and late medieval civilizations. Extensive use of movies.

HIST 323. The Renaissance and Reformation 3 sem hrs
A study of social and political life with considerable attention to the cultural contributions of the period. Concentration on the Italian Renaissance, especially Florence.

HIST 330. Biography and United States History 3 sem hrs
This class will study the lives of prominent individuals in United States social, cultural, and political history; critically analyze the history of biography; and investigate how history comes to be written by examining those who have been the subject of scholarly biographies and those who have not. May be repeated for credit, as topics change.

HIST 335. Hitler, Stalin and The Totalitarian Era 3 sem hrs

A study of the principal tyrannies that have shaped the modern world; concentration on the Soviet Union, Nazi Germany, and People's Republic of China.

HIST 340. The Vietnam Era 3 sem hrs

United States history in the era of the Vietnam War: Military and political history, civil rights, and popular culture. Audio-visual materials and the government document collection emphasized.

HIST 358. Family History and Genealogy 3 sem hrs

Social history of the United States from 1900, methods of genealogical research and writing. Students write their own family histories.

HIST 370. Women in United States History 3 sem hrs

A survey of women's historical experiences in the United States from the American Revolution to the present, this course will examine the methodology of women's history, demonstrating its similarities with and important divergences from traditional approaches to the past. The course will examine women's history as both an integral part of United States history and as a unique subject of historical investigation.

HIST 390. Independent Practicum in Archival Work 1 sem hr

Internship, usually involving experience working in an off-campus archive. Prerequisite: HIST 290.

HIST 420. Honors Project 3 sem hrs

An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: HIST 300 and permission of the instructor.

* *Denotes world history course.*

INTEGRATED STUDIES

Kenneth L. Cramer, *Coordinator*
Professor, Biology
Professor, Coordinator, Environmental Science

A series of courses taken over four years that serves as the core component of Monmouth College's General Education program.

INTG 101G. Introduction to Liberal Arts 4 sem hrs

A seminar required of all freshmen and taught by faculty from a number of different disciplines. Theme-related texts in the course raise basic questions about the variety of human experience, and about personal and shared values and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied.

INTG 2xxG. Global Perspectives 3 sem hrs

An exploration of communities, societies, institutions, and issues from a global perspective, emphasizing not only differences and diversity but global interconnections and integration. Each course will highlight the influence and importance of cultural differences and ask the student to understand culture as a lens through which we view the world. To be taken in the sophomore year.

INTG 200. Global Perspectives 3 sem hrs

INTG 200 is a designation for new Global Perspectives courses being piloted. Topics and course descriptions for this course number will vary. All courses offered under this number designation meet the Global Perspectives general education requirement.

INTG 201. Global Perspectives: World Impact of East Asian Science 3 sem hrs

A comparative study of the world impact of science from Western cultures, such as those of Europe and the United States, and Eastern cultures such as those of China, Korea, Singapore, and Japan. Diverse approaches to science will be discussed, such as the relative importance of group versus individual achievement. These distinctions are rooted in cultural differences that manifest both locally and globally.

INTG 202. Global Perspectives: World Drama 3 sem hrs

A study of drama as a reflection of cultures and an insight into society. Drama has often been used to bolster political ends or to question government policies. This course will focus on how drama causes people to reflect upon values in society, as well as significant issues and events in the world.

INTG 203. Global Perspectives: Food 3 sem hrs

A study of food as a key to unlocking cultures and a lens for comparing different societies. This course will show how human nutrition has been produced, marketed, and consumed as a series of cultural, political, and economic products.

INTG 204. Global Perspectives: The Environment 3 sem hrs

A study of global environmental issues such as human population growth, resource consumption, and environmental alterations. Through the context of environmental problems students will develop an understanding of the planet's interconnectedness.

INTG 205. Global Perspectives: Communication in Global Contexts 3 sem hrs

A study of the ways in which culture and communication intersect and influence each other. An emphasis will be placed on understanding the importance of context—social, cultural, historical, and political—in intercultural interactions and communication. This course explores cultural dynamics both within the United States and abroad.

INTG 206. Global Perspectives: Town and Country 3 sem hrs

An exploration of the relationship between rural and urban sectors of society. Areas of comparison include: pre- and post-World War II societies, economic beneficiaries and losers, cultural values and practices, and the effects of ecology and geography. Similarities and differences will illuminate larger, global transformations.

INTG 207. Global Perspectives: Terrorism 3 sem hrs

An exploration of the local and global contexts for terrorism. This course examines the politics, cultures, and societies from which different types of terrorism emerge, as well as how globalization impacts the growth of militant movements and the choice to engage in terrorist acts.

INTG 208. Global Perspectives: Work and Leisure 3 sem hrs

A study of how different cultures and regions of the world approach work and leisure time. Topics discussed include: how history and culture impact our perception of meaningful work, compensation, and business and leisure practices in various regions of the world. The course also examines how work and leisure time are influenced by the trend toward globalization.

INTG 209. Global Perspectives: Ethnic Conflict 3 sem hrs

A study of the phenomenon of ethnic conflict. The course will look closely at several instances of such conflict, ranging from the relatively non-violent separatist movement in Quebec to incidents of genocide such as occurred in Rwanda. In doing so, it attempts to better our understanding of these occurrences by placing them in a global and historical context.

INTG 210. Global Perspectives: Security in the Age of Globalization 3 sem hrs

An overview of the contemporary perspectives and the theoretical approaches used to study economic, environmental, human, and national security in the age of globalization. In this course we will examine the role of nation-states, traditionally viewed as the most important actors in the international arena, as well as non-state actors, in creating security and insecurity in global society.

INTG 211. Global Perspectives: Music and Culture 3 sem hrs

An exploration of music's role in shaping cultural identity, the status of musicians and composers within these cultures, and music as a commodity in the global economy. These aspects and others are considered within a larger picture of global historical development.

INTG 212. Global Perspectives: Love, Marriage and the State 3 sem hrs

A study of the evolution of love, marriage and family in historical and cross-cultural perspectives, with attention to the complex interplay between individual agency and the constraints imposed by social, economic, and political environments. Concepts and practices of students' family lives will be compared to South Indian, Middle Eastern, and Japanese practices.

INTG 213. Global Perspectives: Global Cities 3 sem hrs

An examination of the dynamic growth and significance of a variety of the world's largest metropolitan areas and their role in shaping the political, economics, environmental, and cultural conditions of the modern world. Different cities and particular case studies will be selected each semester by the instructor.

INTG 214. Global Perspectives: Contemporary Art and Culture 3 sem hrs

A study of contemporary art as a tool for expressing culture values relating to universal issues such as food and shelter, religion, and politics. The often similar concerns of artists from widely varying backgrounds highlight the connections between the global and the local.

INTG 3xxG. Reflections**3 sem hrs**

An exploration of one's own and others' ideas about the ultimate meaning and purpose of our lives. Courses from which each student will choose will be taught from philosophical, religious, artistic, and scientific perspectives. To be taken in the junior year.

INTG 300. Reflections: Pilot Course**3 sem hrs**

INTG 300 is a designation for new Reflections courses being piloted. Topics and course descriptions for this course number will vary. All courses offered under this number designation meet the Reflections general education requirement.

INTG 301. Reflections: Spirit and Story**3 sem hrs**

Long before abstract speculation thought about religion and the realm of the spiritual, human beings told one another stories about the gods and of our relationship with them. And, we continue to tell stories about such things as sacrifice and suffering, communion and celebration, stories of our origins and of our ends, and of what is expected of us. This course examines various spiritual and religious themes within works of literature and the cinema. The spiritual informs art just as our understanding of the spiritual may be influenced by our stories and how we tell them to ourselves.

INTG 302. Reflections: The Pursuit of Well-Being**3 sem hrs**

What is well-being and how do we develop it? It is the goal of this course to critically evaluate the experience of well-being and understand it in the context of the individual, family, society, culture and history. We will examine the role of money, exercise, religion, struggle, sacrifice, volunteerism, gender, age and happiness. Other topics include: Amish voluntary simplicity, the lifestyle of 100-year-old Okinawans, materialism and self-actualization. Readings will include: *Man's Search for Meaning*, *Walden*, and Aristotle's *Nicomachean Ethics*. Students will also participate in various practices including Tai Chi, meditation, and developing a personal mission statement, while reflecting on their own experience.

INTG 303. Reflections: Bodies, Nature, Power**3 sem hrs**

This course will examine the "death of nature" in early modernity (roughly the sixteenth and seventeenth centuries). The emphasis will be on the role of modern philosophy, theology, and science in European colonial expansion, on the witch burnings in Renaissance Europe and the rise of "scientific racism." Post-colonial and feminist alternatives will be explored as we rethink human relationships with the natural world.

INTG 304. Reflections: Beyond Belief**3 sem hrs**

This course will track the history of science (from the Enlightenment) and its naturalistic approach to knowledge as it conflicts with religious belief. Using examples such as the heliocentric universe, evolution and creation, neurology and the soul, and evolutionary psychology we will illustrate increasing challenges to religious authority and the concept of god(s). Arguably, science has weakened theism by continually narrowing the scope of God's provenance and challenging the authority of religious proclamations. Therefore, we will consider the relationship among science and agnosticism and atheism, concluding with how atheists defend their views and answer the fundamental questions of meaning and existence. Students in this course will seriously consider how individuals throughout history have approached the dichotomies of faith and reason; the transcendental and the physical; and the material and immaterial.

INTG 305. Reflections: Ancient Religious Reflections: Sacred Places**3 sem hrs**

This course focuses on a number of important religious sites in the ancient Mediterranean world. We will compare and contrast these holy places and consider what makes them sacred. You will be challenged to compare these sacred places to your own sense of the spatial sacredness. We will examine the geography of the place,

its history, its religious rituals, etc. The course will approach these sacred places from a variety of materials including texts, painting, sculpture and archaeology. The basic premise of this course is that a sense of sacred space is an important aspect of what it means to be human. The places sacred to a culture illustrate the values and attitudes upon which that society is based. Some of the sacred places this course could examine include: the Acropolis in Athens, the sanctuary of Apollo in Delphi, the Dome of the Rock in Jerusalem, the Vatican in Rome, and the Mormon Temple in Nauvoo, Illinois. Participants in this course will be challenged to compare one or more of these sacred places with places they consider to be sacred in their own lives.

INTG 306. Reflections: The Psychological Aspects of Civil Rights Issues 3 sem hrs

This course asks students to reflect upon their personal values and moral belief systems, and to develop an understanding of how societies have struggled to formulate ethical and moral frameworks. In order to do this, we will examine a variety of civil rights issues, including slavery, suffrage, genocide, and apartheid, and discuss how societies have struggled to deal with these issues. We will also examine various psychological aspects of oppression and civil rights struggles, to better understand the psychological impact on both the individual and the society.

INTG 307. Reflections: Friends, Neighbors, Lovers, Enemies 3 sem hrs

This course offers students the opportunity to reflect on their lives and the lives of others through the medium of story. Using stories from the world's religious traditions as well as novels and biography, students will be asked to examine how narratives shape our ideas of who we consider to be friends, neighbors, lovers, and enemies and how we are to respond to them. Students will explore their beliefs about themselves and others, their images of God and how they have been formed, how these understandings of the divine influence human behavior, the importance of caring for self, and the need to connect with our global human society and help care for the earth. The course will continually ask students to consider the possibility that there is more than one "right" answer to basic questions of creaturely being and relating to the divine.

INTG 308. Reflections: The Just War 3 sem hrs

This course will introduce students to some of the standard theories of "just wars" (*jus ad bellum*) and just war practices (*jus in bello*). We will consider questions about the moral and legal acceptability of force. We will study international rules of warfare, and how they have changed over the centuries. We will contemplate whether the killing of civilians is "collateral damage" or an immoral act, or something else. We will ask questions about accountability and justice. We will proceed roughly chronologically and explore how the ideas of the earliest thinkers have held up or been changed by wars, terrorism, and weapons development.

INTG 309. Reflections: Personal Identity 3 sem hrs

This course provides an examination of the biological, behavioral, and social foundations of the sense of personal identity. It considers the way in which personal identity may be a gift, a biological imperative, a challenge, a social creation, or even an illusion. The multiple anchors of our identity in memory, body, society, and experiences are explored.

INTG 310. Reflections: Questions of Life: Creating a Rhetoric of Personal Values and Identity

3 sem hrs

This course asks students to contemplate fifteen of the most defining questions of one's life and examine the answers that have been given by the famous and infamous. Questions to be discussed include: "Who am I?"; "What do we know and how did we come to know it?"; and "What is fair in civil discourse?" Through discussion, readings, media viewings, field trips and experiential opportunities, students will formulate

their personal answers to the critical questions of personal identity and humanity. Using value clarification, epistemological readings, and texts of pop culture, students will engage in structured controversy and writing assignments that invite each to consider world views other than their own and formulate answers to key life questions, following that exposure. Students will gain practical experience in civil discourse on highly conflicted policy choices while taking a journey of self-discovery and personal enrichment. This is a course in personal epistemology via rhetorical dialectics.

INTG 311. Reflections: Warrior Ethos 3 sem hrs

What does it mean to be a warrior? “Warrior” has become an overused and misunderstood word. Professional wrestlers, football players and ultimate fighters are all described as “warriors.” But are they? In this class, we will read about, think about, and talk about warrior qualities. Some of the subjects we will discuss include: the warrior in history; warrior codes; warrior spirituality; warrior and technology; warrior and self; women as warriors; and warrior and community.

INTG 312. Reflections: Sacred Voices: Music and Literature 3 sem hrs

This course will examine important themes inherent to the human condition: faith, freedom, war, and love. Each exploration will begin with a musical work and branch into a literary counterpart. Our spiritual stories and journeys have inspired some of our finest music. Conversely, the intuitive and emotional language of music has the power to intensify and reinterpret our words. Central to the course will be discussion of how the artist helps to define us.

INTG 313. Reflections: Suffering, Evil, and Hope 3 sem hrs

Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. The course material includes classic texts, novels, and film as points of departure for class discussion.

INTG 314. Reflections: Faith and Solidarity: American Perspectives on Religion, Ethics and Politics

3 sem hrs

This seminar provides students with the opportunity to think about the relationship between religion, ethics and politics in the American context through the close reading of texts by classic American thinkers, including philosophers, theologians, literary figures and social commentators. The course examines the development of the culture of individualism and engages criticisms and concerns about the effect of individualism on the forming and sustaining of communities. Along the way, we look at such themes as America as an ideal, nature and nature religion, loyalty and patriotism, democracy and religious pluralism, race, self-expression and communal identity.

INTG 315. Reflections: Cosmology and Creation 3 sem hrs

The primary objective of this course is to explore possible answers to the questions, “Where do we come from?” “What is our place in this universe?” and “What is our destiny?” In the process of so doing, students will be encouraged to consider several theories of the universe—classical models, biblical doctrines and arguments, scientific theories based on compiled data, and a variety of Western and Eastern concepts. The course will also attempt to acquaint students with scientific methods used to address these weighty issues and balance them with theological considerations and philosophical systems, in order to see that these modes of inquiry can work with and not necessarily against each other.

INTG 316. Reflections: Poetics of the Self 3 sem hrs

An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question “Who am I?” into a critically manageable context.

The course emphasizes discovery of the self and various strategies for making sense of one's self. Particular emphasis is on the need for models (plots, paradigms, myths) in defining our existence.

INTG 317. Reflections: Food For Thought 3 sem hrs

One of the central metaphors for food in our culture is "fuel", however, it may also be "communion" in the broadest sense. This course will explore some essential issues of food including its spiritual dimensions, health implications, family farming and agribusiness, fast food, slow food, and local food, animal and human rights, and genetically modified organisms. To quote Wendell Berry: "How we eat determines to a considerable extent how the world is used." As we live in a largely agricultural area, we will start locally and gradually extend to more global perspectives.

INTG 318. Reflections: The Meaning of Sports 3 sem hrs

This course centers on discourse analysis, where we will learn early in the semester how to actively "read" our surroundings and examine how meaning is constructed in a variety of "texts," such as television, advertising, the Web, public spaces, and across our own campus. We will then focus on the industry of contemporary sports (local, national, and international), which is rich with conventions, expectations, power struggles, and gender, ethnic, and racial implications. Using discourse analysis, we will examine sports from a variety of perspectives, for the purpose of better understanding how sports shapes and reflects our own personal identities.

INTG 320. Reflections: Comparative Issues in World Religions 3 sem hrs

This course will introduce students to the world's major religious traditions—the religions originating in India (Hinduism and Buddhism), the religions originating in China (Confucianism and Taoism), and the "religions of Abraham" (Judaism, Christianity and Islam)—by approaching the religions comparatively through the lens of a particular issue, aspect or theme. The comparison will either be based on readings of sacred scripture or on the basis of religious ritual and practices. Students will learn how to analyze and interpret and will be engaged in the difficult but compelling exercise of comparison, which prompts the questions about the similarities of the world's religious traditions as well as their profound differences. Students will learn a basic overview of the religions and then delve into the specific details, depending on the topic. Possible topics include: mysticism, religious founders, religious ethics, peace and non-violence, and heaven and hell.

INTG 321. Reflections: A History of Humanist Ideas 3 sem hrs

In this course, students will be exposed to the thoughts and ideas of those who have struggled with all aspects of the human condition without a belief in God. Beginning with the materialism of early Greek thought, the course will survey the roots and content of secularism as expressed in Renaissance-inspired humanism, Enlightenment rationalism, nineteenth-century freethinking movements, and twentieth-century philosophical debates. Atheists' and agnostics' writings and ideas will be read and examined to see the myriad contributions made to humanity by non-religious thinkers. Special emphasis will be placed on linking the meaningful, ethical, and productive work of these humanist thinkers to their focus on secular, and not religious, values. The humanist tradition has sought to affirm the finite nature of human existence, to maintain an inherent relationship to the world.

INTG 333. Reflections: Machiavelli and Gandhi—Meaningful Ethics in an Amoral World 3 sem hrs

This course looks for common ground between two highly compelling philosophies, moral realism, which assumes that effective behavior requires ethical compromise, and moral idealism (best exemplified by pacifism), which assumes that ethically tainted

means can never lead to a morally desirable end. Machiavelli and Gandhi are presented as the respective archetypes of these two philosophies. We will also examine the work of contemporary writers from a variety of disciplines who struggle with the issues of situational vs. pure ethics and short- vs. long-term effectiveness.

INTG 4xxG. Citizenship

3 sem hrs

The senior capstone course of the four-year General Education program. Chosen from a menu of courses, the Citizenship course will take an interdisciplinary approach to understanding important social issues. To be taken in the senior year.

INTG 400. Citizenship

3 sem hrs

INTG 400 is a designation for new Citizenship courses being piloted. Topics and course descriptions for this course number will vary. All courses offered under this number designation meet the Citizenship general education requirement for the curriculum.

INTG 401. Citizenship: Building Communities

3 sem hrs

This course investigates the concepts of community, civic engagement, social capital, and the like, through study of classic statements (deTocqueville, *Democracy in America*) as well as contemporary studies (Putnam, *Bowling Alone: The Collapse and Revival of American Community*). As students engage in academic study of these concepts, they will simultaneously involve themselves in the local community through community-based research.

INTG 402. Citizenship: Green Initiatives

3 sem hrs

This course will focus on defining and proposing a solution to a specific, local campus or community environmental problem. The end product of the course will be a concrete, detailed proposal for action submitted to appropriate authorities that is based on research and discussion with all stakeholders. The majority of our work will be collaborative and intensive; every member of the course will be expected to produce and contribute significantly to the final product which will ultimately be a catalyst of for measurable progress in solving an environmental problem.

INTG 403. Citizenship: Taxes and the Citizenry

3 sem hrs

An examination of the political, social, cultural, and economic issues affecting tax policies. The course will address the rights as well as the responsibilities of citizens with regards to taxes. Students will delve into issues such as the common good, fairness, economic growth, wealth, and age. They will investigate these issues in relation to current tax policy as well as ways in which citizens can be involved in change. The course will also involve an experiential component in which students will understand basic income tax through instructional workshops and be certified to prepare income tax returns by passing a certification test. The experiential component is in partnership with the Internal Revenue Service's Volunteer Income Tax Assistance Program in which students assist the members of the community, who are the beneficiaries of tax policy, in the preparation of their tax returns. Common issues encountered in these returns are social security; capital gains; credits such as the earned income credit, education credit, child tax credit, and dependent care credit; income exclusions; and itemized deductions. Previous knowledge of tax, accounting, or business is not required. Students may not be concurrently enrolled in ACCT 364 or INTG 364. Prerequisite: Senior standing.

INTG 404. Citizenship: Civic Leadership

3 sem hrs

Civic leadership is a rare, but essential, element in effectively accomplishing the goals that stem from engaged and committed citizenship. Fundamentally, most citizen determination to seek objectives achieves minimal success without skilled, effective

leadership. Civic leadership, then, is the ability to motivate and effectively move citizens to action or accomplishment related to the community (worldwide, nation, region, locale, or group) of the respective citizens. The purpose of this course is to focus on, explore deeply, research accomplishments from, shadow exemplary examples of, and engage in team-competing strategies and stratagems related to civic leadership.

INTG 405. Citizenship: The Democracy Project 3 sem hrs

The Democracy Project is an exercise in applied political philosophy, sociopolitical reform, and real world advocacy. While the required texts will provide background, the bulk of the course will consist of emulating a “think tank” devoted to enhancing democracy in the U.S. and abroad. The work of The Democracy Project is meant to be cumulative—each class will build on the work of previous courses.

INTG 406. Citizenship: Theatre and Social Change 3 sem hrs

From the Federal Theatre Projects of the Great Depression to the disruptive performances of the 1960s and 1970s, theatre has played an important role in American radicalism. This course will report on socially conscious, politically active theatres in the United States. Despite (or perhaps especially because of) the evaporation of Cold War passions and the rise of conservatism in the 1980s and 1990s, such theatre work remains a persistent and evolving presence on the political landscape. The course will track the historical evolution of political theatre and will also explore the current state and future prospects of different modes, including agit-prop, demonstrations, solo performance, Augusto Boal’s Theatre of the Oppressed and community-based production. A significant means of developing a dialogue for social change (e.g., civic engagement). Students will select problems (local, state, national, international) and will create theatre pieces as a means of opening community dialogue and exploring potential solutions.

INTG 407. Citizenship: Monmouth’s Immigrant Communities 3 sem hrs

This course examines citizenship through the eyes of Monmouth’s immigrant community. Students will first explore the local history and politics of immigration, then collect living testimonies, or oral histories, of first- and second-generation immigrants, as well as local leaders in health, law, government, business, education or law. Through this experiential learning, students will bring information into action, working together to suggest avenues for social change to improve immigrant lives.

INTG 408. Citizenship: Consumerism and Civic Duty 3 sem hrs

An overview of the linkages between the consumption of material goods and civic duty. Focus on the issues raised by connections, contradictions, and discourses of consumerism and citizenship. Includes participation in a debate and in the Monmouth College sustainability initiative.

INTG 409. Citizenship: Creating Change through Art 3 sem hrs

An inquiry into the ways that artists across time, culture, and media utilize and react to political, social, and cultural issues and problems through their art forms. Students will create and publicly present or display an original artwork based on research with the purpose of activism.

INTG 410. Citizenship: Voluntary Action 3 sem hrs

This course examines the shift away from state agency toward private provision of social services, and concurrent changes in the voluntary sector. Students in this course will be invited to interrogate critically theories and practices of voluntarism by examining social capital, corporate philanthropy, and voluntary action in order to create and propose ways to perpetuate a think tank which might tentatively be call the Monmouth Institute on Voluntary Action and Citizenship.

INTG 411. Citizenship: Outside-School Learning Programs 3 sem hrs

Students in this course will explore the history and mission of various outside-school learning programs, primarily in the United States, and observe and volunteer in local outside-school learning programs, where they will be asked to analyze the program rationale, its social-historical context, and its methods, effectiveness, and responsiveness to the young people it is intended to serve.

INTG 412. Citizenship: Alternatives to War 3 sem hrs

This course first examines the causes and the outcomes of three specific wars. Against that background, the class will study non-violent protest movements and pro-active peace and human rights programs, again searching for causes and studying outcomes. The classroom learning will be the product of lectures and films, reaction papers, debates and discussions, quizzes, and exams. Outside the classroom, the students, working in pairs or groups of three or four, will create and present a project, planned in consultation with the instructor. Possibilities include: a policy proposal for an institution, with plans for its implementation; a research project with a particular, articulated goal and final paper; a semester-long internship or service learning project with a journal.

INTG 413. Citizenship: Statistical Thinking 3 sem hrs

This course will focus on using statistical information to make decisions in a variety of disciplines such as physical and life sciences, political and social sciences, etc. The course will also address the issue of the misuse of quantitative information to mislead. During the course, students will properly obtain and analyze data which will result in a written report. This work will support either another Citizenship course or an organization in the community.

INTG 414. Food and Culture 3 sem hrs

This course locates citizenship among human relationships to land, food, and agriculture. According to what agricultural standards do we appropriately describe our society as failing or flourishing? What might it mean to imagine ourselves as stewards of the land, for posterity's sake? These questions invite comparison of modern industrial and "sustainable" (organic) agricultural practices, and consideration of the relationship between cultural values and methods of food production.

INTG 415. Citizenship: Media and the Self-Directed Citizen 3 sem hrs

An overview of how American media form citizen views of political and social issues. Information upon which civic action is based comes through media and civic action itself is becoming more and more a media activity. This course emphasizes the two faces of mediated civic action. Students will first analyze the constructed nature of mediated news and information and later discover the methods by which media can be used to join with others in accomplishing civic goals. Topics covered include: print and electronic news, trends in "infotainment" (e.g. The Daily Show), political persuasion, and the Internet (Facebook, blogging, YouTube, etc.).

INTG 421. Citizenship: Liberty and the Citizen 3 sem hrs

In this course students will be asked to address such questions as: What does it mean to be free? Do people want to be free? What is the proper role of government in a free society? How free are people in the U.S. and other countries? Is freedom advancing or retreating around the world? What obligations, if any, do individuals owe to the greater society? Who are perceived to be the enemies of freedom and why? Should enemies of freedom be confronted and if so when and how? What limits, if any, should be placed on individuals?

INTERDISCIPLINARY STUDIES

Courses with the INTR prefix incorporate the study of two or more disciplines in the course content.

INTR 102. English as a Second Language 2 sem hrs

This course is designed for international students for whom English is their second language. It provides them with the opportunity to hone their English listening, speaking, reading and writing skills so that they can ably compete with their native speaking peers. This course engages students in a variety of language and culture activities that will sharpen their critical thinking skills so they can be successful in their major disciplinary areas. This course also introduces them to American cultural values embedded in politics, economics, social norms, expectations, and popular culture. Finally, the course teaches them to distinguish between formal and informal discourses which are vital for both their social and academic success.

INTR 105. Current Events 1 sem hr

The class builds upon the presentations at the Great Decisions program which meets Wednesday evenings each spring. Each introductory talk is followed by a discussion period involving townspeople, faculty and students.

INTR 112. Quantitative Reasoning: A Tool for the Liberal Arts 3 sem hrs

Intended to prepare students to succeed in their work in the liberal arts. The course will cover many of the basic topics used in the natural and life sciences, including units and unit conversion, use of a graphing calculator, basic algebra, fractions, percentages, ratios and proportions, analytic geometry and simple trigonometry. A problem-solving approach will be used.

INTR 210. Introduction to Liberal Arts Associates 2 sem hrs

Students will assist Introduction to Liberal Arts instructors in the conduct of the seminar. Such assistance may involve: attending convocations and leading student discussions on convocation presentations; leading discussion of a text in the seminar; reading student papers; offering writing tutorial help to students enrolled in Introduction to Liberal Arts; participating in special projects such as panels, symposia, workshops, etc. Each student will be asked to prepare a short, evaluative paper on the experience at the end of the semester. Open to sophomores, juniors, and seniors. Prerequisites: Academic good standing and a B grade or better in Introduction to Liberal Arts at Monmouth College and permission of the instructor. Limited enrollment: One associate per section of Introduction to Liberal Arts.

INTR 364. Service Learning Through the Volunteer Return Preparation Program

2 sem hrs

(Cross-listed as ACCT 364) A service-learning activity. In partnership with the Internal Revenue Service's Volunteer Return Preparation Program, the student will study to become certified and will serve the individual tax preparation, e-filing, and tax education needs of the campus and surrounding communities. The course is inclusive of workshops and participatory tax sessions. Prerequisite: Junior standing (60 semester hours). May be repeated once for credit. Offered only in the spring semester.

INTERNATIONAL BUSINESS

Haryanto
Assistant Professor
Program Coordinator

Don Capener
Associate Professor

Michael L. Connell
Professor

Simon Cordery
Assistant Professor

Frank Gersich
Professor

Farhat Haq
Professor

Richard Johnston
Associate Professor

Kenneth McMillan
Associate Professor

Judy Peterson
Associate Professor

Overview of the Program:

The International Business major was designed to prepare graduates in both business fundamentals and knowledge of the economic, political, cultural, legal, and other environmental factors that shape the patterns of international trade, investment, and financing in today's global economy. Students are strongly encouraged to enroll in one of Monmouth College's foreign exchange programs. Participants in these programs learn about that nation's business environment, culture, and language while in that particular country of interest.

Career Opportunities:

Career opportunities for International Business majors exist in all types of organizations since even small firms do business internationally via the Internet. Employers of international business graduates include: multinational corporations, financial and research institutions, manufacturers, management and marketing consulting, government, and technology companies. Graduates joining small and mid-sized firms will find many complex and challenging international business opportunities in the United States and abroad.

Required Courses for the International Business Major:

BUSI	105	Commercial Evolution
BUSI	211	Quantitative Methods I
BUSI	212	Quantitative Methods II
ECON	200	Principles of Economics
BUSI	218	Business Writing
ECON	301	Intermediate Macro Economics
BUSI	305	Business Administration and Organizations
BUSI	306	Business Finance
BUSI	307	Marketing
ECON	360	International Trade and Finance
ACCT	203	Accounting Foundations I
BUSI	345	Globalization and International Management
MATH	106	Elementary Statistics
BUSI	290*	International Business Practicum
BUSI	409	International Business Strategy

**Students can satisfy the international travel requirement for this course by completing an approved study abroad experience or BUSI 290.*

Electives outside Business, Math and Accounting:

Students must choose two courses from the list below or complete 6 semester hours of electives with approval of the program coordinator. Students may select courses from this list without prior approval of the program coordinator. With the approval of the program coordinator,

students may substitute courses from the recommended list below or propose other courses which involve course material directly related to international studies or a geographic focus.

POLS	270	Global Affairs
POLS	366	International Organizations
POLS	397	States and Markets
HIST	250	The Contemporary World
ECON	351	Comparative Economic Systems

Recommended Courses:

POLS	200	Comparative Politics
POLS	397	States and Markets
POLS	202	Modern Japan
ANTH	360	Cultures of the Middle East
RELG	210	Judaism and Islam
SOCI	343	Sociology of Development
SOCI	345	Social Inequality Global Perspectives
RELG	300	Philosophy and Religions of Asia
PSYC	237	Organizational Psychology
PSYC	282	Cultural Psychology
RELG	244	Religion and Politics
PHIL	207	Ethics

Foreign Language coursework beyond the 102 level.

Course Descriptions:

Please refer to the Department of Political Economy and Commerce section for most course descriptions.

INTERNATIONAL STUDIES

Farhat Haq

Professor, Program Coordinator

Overview of the Program:

The objective of the International Studies major is to prepare students—through the study of foreign languages, cultures and international events—to understand and deal with foreign cultures and global affairs. The program is intended for those who want an international emphasis in the following academic fields of interest: teacher education, business, political science, public and organizational administration, management, pre-law, journalism, etc. International Studies also serves as suitable preparation for advanced study in doctoral programs and graduate professional programs such as law and business.

The International Studies major is composed of four elements:

1. Courses providing a common “core” introduction and overview of international relations, global issues, social patterns, political affairs, economic forces, and contemporary problems.
2. Courses from the liberal arts, social sciences and related fields that concentrate within one of two emphases: Global Cultures (GC) or Global Politics and Processes (GPP).
3. One year of additional, preferably modern, language study at the intermediate level.
4. Participation in a study abroad program.

Career Opportunities:

The number of jobs in both private and public sectors with an international component is increasing rapidly. Furthermore, bilingual ability and cross-cultural experience is an increasingly valuable commodity when searching for career opportunities. The International Studies major provides a strong diversified liberal arts education. The emphasis on different disciplines allows students to customize their own major while supporting intellectual development applicable to many careers in education, law, private industry, tourism, international organizations, journalism and media, military and various government agencies.

The International Studies Major (39 semester hours):

The International Studies major draws its courses from numerous departments throughout Monmouth College. Students can choose courses from a large number of disciplines including history, economics, sociology, anthropology, philosophy, religious studies, political science, business, women's studies and modern foreign languages.

Required Core Courses (19 semester hours):

ANTH 103	Introduction to Anthropology
HIST 103	Western Civilization III: Nineteenth and Twentieth Centuries
POLS 200	Introduction to Comparative Politics
ECON 200	Principles of Economics
POLS 270	Introduction to International Relations

One of the following two courses:

SOAN 420	Research Seminar
POLS 415	Senior Seminar

Elective Courses by Concentration (12 semester hours):

Four courses from a respective concentration (e.g., Global Cultures = Course Groupings A and C; Global Politics and Processes = B and C), at least two of which must be upper division (300- or 400-level). Maximum of two courses from any one department, no more than two bridge courses.

Global Cultures (GC)*

SPAN	252	Culture, Folklore, and Historical Background of the Spanish-Speaking World
SPAN	322	Nineteenth-Century Spanish Literature
SPAN	323	Twentieth-Century Spanish Peninsular Literature
SPAN	324	Spanish American Literature
SPAN	326	Topics in Spanish
FREN	252	Culture, Folklore, and Historical Background of the French-Speaking World
FREN	325	Business French
FREN	332	Perspectives in French Literature (Theatre/Prose/Poetry)
FREN	423	Perspective in French Literature (Love)
FREN	424	Francophone Literature
MFLG	220/320/420	Individualized Study
PHIL	225	Philosophy and Feminism
PHIL	300	Philosophy and Religions of Asia
PHIL	310	Environmental Ethics
RELG	150	Religion and Religions
RELG	210	Judaism and Islam
RELG	220	Women and Religion
RELG	244	The Politics of Islam
RELG	300	Philosophy and Religions of Asia
RELG	310	Environmental Ethics
RELG	414	Economy, Community, and Ethics
RELG	479	Cosmology and Creation
ENGL	240	Russian Literature of the Nineteenth Century
ANTH	260	Cultures of the Middle East
ANTH	362	Gender in Cross-Cultural Perspective
ANTH	364	Urban Anthropology
ANTH	366	Representing Cultures: Colonial and Post-Colonial Contexts

Global Politics and Processes (GPP)*

ECON	331	Political Economy of Development
ECON	351	Comparative Economic Systems
ECON	360	International Trade
BUSI	345	Globalization and Organization Change
POLS	202	Modern Japan
POLS	244	Politics of Islam
POLS	245	The Politics of Developing Nations
POLS	333	U.S. Foreign Policy (<i>pending</i>)
POLS	366	International Organizations (<i>pending</i>)
POLS	375	Environmental Politics
POLS	397	States and Markets
SOCI	247	Race and Ethnicity
SOCI	343	Sociology of Development
SOCI	344	Sociology of Work
SOCI	345	Social Inequality: Local and Global Perspectives

* Topics Courses and Directed Study. Departmental Topics courses, Directed Study, and courses with variable subject matter may be used to fulfill the requirements for the elective concentration, subject to approval of course content. Permission of the major advisor is required prior to taking the course.

**Some INTG courses may be allowed if they are taken *in addition* to what is required for the General Education requirement *and* if the specific course is *pre-approved* by the International Studies coordinator.

Bridge Courses (may apply to either GC or GPP)*

HIST	102	Western Civilization II: From the Reformation through the French Revolution
HIST	202	Modern Japan
HIST	302	History of the Middle East
HIST	303	History of India and South Asia
HIST	304	History of Sub-Saharan Africa
HIST	305	History of Mexico
HIST	307	Modernism and the Great War
HIST	309	Russian Cultural History
HIST	323	The Renaissance
HIST	335	Hitler, Stalin and the Totalitarian Era
COMM	261	Mass Media and Modern Society
HONR	210	Selected Topics
WOST	201	Feminism
PHIL/RELG	310	Environmental Ethics**

Language Courses (8 semester hours):

One year or equivalent additional foreign language experience at the intermediate level (e.g., 201 and 210). May be taken in conjunction with study abroad experience.

Study Abroad:

Study abroad is strongly encouraged for International Studies majors and Monmouth College credit is easily available for study abroad programs. In special circumstances where upper division language courses are not available, sufficient study abroad language experience may be substituted.

Elective Courses (in alphabetical order):

ANTH	360	Cultures of the Middle East
ANTH	362	Gender in Cross-Cultural Perspective
ANTH	364	Urban Anthropology
ANTH	366	Representing Cultures: Colonial and Post-Colonial Contexts
BUSI	345	Globalization and Organization Change
COMM	261	Mass Media and Modern Society
ECON	331	Political Economy of Development
ECON	351	Comparative Economic Systems
ECON	360	International Trade
ENGL	240	Russian Literature of the Nineteenth Century
FREN	252	Culture, Folklore, and Historical Background of the French-Speaking World
FREN	325	Business French
FREN	332	Perspectives in French Literature (Theatre/Prose/Poetry)
FREN	423	Perspective in French Literature (Love)
FREN	424	Francophone Literature
HIST	102	Western Civilization II: From the Reformation through the French Revolution
HIST	202	Modern Japan
HIST	302	History of the Middle East

* Topics Courses and Directed Study: Departmental Topics courses, Directed Study, and courses with variable subject matter may be used to fulfill the requirements for the elective concentration, subject to approval of course content. Permission of the major advisor is required prior to taking the course.

**Some INTG courses may be allowed if they are taken *in addition* to what is required for the General Education requirement *and* if the specific course is *pre-approved* by the International Studies coordinator.

HIST	303	History of India and South Asia
HIST	304	History of Sub-Saharan Africa
HIST	305	History of Mexico
HIST	307	Modernism and the Great War
HIST	309	Russian Cultural History
HIST	323	The Renaissance
HIST	335	Hitler, Stalin and the Totalitarian Era
HONR	210	Selected Topics
INTG	315	Cosmology and Creation
MFLG	220/320/420	Individualized Study
PHIL	225	Philosophy and Feminism
PHIL	300	Philosophy and Religions of Asia
PHIL	310	Environmental Ethics
POLS	202	Modern Japan
POLS	244	Politics of Islam
POLS	245	The Politics of Developing Nations
POLS	333	U.S. Foreign Policy (<i>pending</i>)
POLS	366	International Organizations (<i>pending</i>)
POLS	375	Environmental Politics
POLS	397	States and Markets
RELG	150	Religion and Religions
RELG	210	Judaism and Islam
RELG	220	Women and Religion
RELG	244	The Politics of Islam
RELG	300	Philosophy and Religions of Asia
RELG	310	Environmental Ethics
RELG	414	Economy, Community, and Ethics
SOCI	343	Sociology of Development
SOCI	344	Sociology of Work
SOCI	345	Social Inequality: Local and Global Perspectives
SOCI	247	Race and Ethnicity
SPAN	252	Culture, Folklore, and Historical Background of the Spanish-Speaking World
SPAN	322	Nineteenth-Century Spanish Literature
SPAN	323	Twentieth-Century Spanish Peninsular Literature
SPAN	324	Spanish American Literature
SPAN	326	Topics in Spanish
WOST	201	Feminism

Additional Courses (*under consideration or development*):

BUSI	290	International Business Practicum
BUSI	409	International Business Strategy
HIST	XXX	Twentieth-Century World History
COMM	XXX	Cross-Cultural Communication

JOURNALISM

Trudi K. Peterson
Program Coordinator
Associate Professor, Communication Studies

Overview of the Program:

The Journalism minor is grounded in the liberal arts curriculum and students completing the Minor are expected to major in traditional liberal arts subjects—Biology, Chemistry, Economics, English, History, International Studies, Modern Foreign Language, Political Science, Psychology, etc. The Journalism minor trains students to be critical thinkers and exceptional writers and provides knowledge and skill in reporting, news writing and visual design/layout principles for various media. Learning objectives of the minor include:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping journalistic communication;
- Work ethically in pursuit of truth, accuracy, fairness and diversity;
- Conduct research and evaluate information by methods appropriate to the academic discipline(s) in which they work;
- Write and report correctly and clearly in forms and styles appropriate for the academic discipline(s), audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Think critically, creatively and independently.

Required Courses for the Journalism Minor (14-17 semester hours)

COMM 260	Introduction to Journalism: Reporting and Writing
COMM 363	Media and Public Relations Writing
COMM 367	Layout & Design

An approved internship

At least one hour of workshop credit in COMM 114 or 116

Electives:

Students will choose two elective courses (6 semester hours), neither of which may be in a student's major department or counts toward their major, selected from the following list (or approved by the journalism coordinator):

ARTD 236	Photography
BUSI 105	Introduction to Commerce
BUSI 307	Marketing
COMM 261	Mass Media and Modern Society
COMM 491	Seminar in Freedom of Expression and Communication Ethics
ECON 200	Principles of Economics
ECON 340	Economics and Law
ENGL 301	Advanced Composition
HIST 112	U.S. History 1900-Present
HIST 122	Latin American History II
HIST 319	History of the Contemporary World
MATH 106	Statistics
PHIL 201	Critical Thinking

PHIL	207	Ethics
POLS	311	Parties and Elections
POLS	333	U.S. Foreign Policy
SOCI	102	Social Problems

Course Descriptions:

COMM 260. Introduction to Journalism

3 sem hrs

An examination of the fundamentals of news writing, news gathering, and reporting for print and electronic press. Stresses the elements of style, construction, and syntax in writing clear and concise copy. Special emphasis will be placed on writing and reporting news stories that are researched and select. The course will include instruction in writing and reporting for print and electronic media. We will examine the editorial decision-making process as well as media coverage of major news events. Prerequisite: COMM 101 and ENGL 110.

COMM 363. Media and Public Relations Writing

3 sem hrs

A broadcast media and public relations writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and news media. Prerequisite: COMM 261 or PUBR 341. Offered each semester.

COMM 367. Layout and Design

4 sem hrs

A study of design and layout concepts as they apply to print and electronic communication. Applications include Web site design and the creation and implementation of media projects (promotional graphics, printed materials, photo-illustrations). Combines application of communication theory with practice in developing successful projects. Prerequisite: COMM 101.

MATHEMATICS AND COMPUTER SCIENCE

Marta M. Tucker
Professor, Chair

Marjorie E. Bond
Professor

Howard Dwyer
Associate Professor

Joanne Eary
Assistant Professor

James Logan Mayfield
Assistant Professor

Mary McDermott
Lecturer

Michael Sostarecz
Assistant Professor

Overview of the Mathematics Program:

Mathematics is one of the oldest and most fundamental sciences. Mathematicians are typically held in high regard on the basis of their demonstrated proficiency with numbers and formulas, and with logical problem-solving skills. Mathematicians use mathematical theory, computational techniques, algorithms, and the latest computer technology to solve a wide range of economic, scientific, engineering, physics, and business problems while mathematics teachers continue to be in high demand.

The curriculum in mathematics offers courses in a variety of areas including calculus, discrete mathematics, linear and modern algebra, geometry, probability and statistics, and mathematical modeling. A mathematics education component is available for students interested in a teaching career.

Required Courses for the Mathematics Major (12 courses):

A major in mathematics consists of an introductory sequence, a breadth requirement, electives, and a capstone experience.

The following six courses in the introductory sequence:

MATH 151	Calculus I (or equivalent)
MATH 152	Calculus II
MATH 241	Linear Algebra
MATH 253	Calculus III
MATH 260	Discrete Structures
COMP 160	Fundamentals of Computer Science

Choose three of the following four courses:

MATH 301	Advanced Calculus
MATH 311	Introduction to Modern Algebra
MATH 317	Geometry
MATH 339	Probability

Choose two additional courses from the following courses, at least one at the 300 level:

MATH 207	Statistics for the Sciences
MATH 254	Differential Equations
MATH 301	Advanced Calculus
MATH 311	Introduction to Modern Algebra
MATH 317	Geometry
MATH 323	Numerical Analysis
MATH 339	Probability
MATH 345	Linear Regression and Analysis of Variance

One of the following capstone experiences:

MATH 420	Independent Study and Seminar (by permission of department chair)
MATH 430	Mathematical Modeling

Required Courses for the Mathematics Minor (5 courses):

A minor in mathematics consists of two required courses and three electives at the appropriate level.

One course from the Calculus sequence:

MATH 151	Calculus I
MATH 152	Calculus II
MATH 253	Calculus III

One course from the following two courses:

MATH 241	Linear Algebra
MATH 260	Discrete Structures

Electives above the 150 level to total 5 courses in mathematics. At least one elective should be at the 300 level.

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 52-60.

Course Descriptions:

A student must earn at least a C- grade in all prerequisites before taking a course.

MATH 104. Introduction to Mathematics 3 sem hrs

An introduction to the mathematical processes and the use of mathematics in problem solving. Topics will include but are not limited to algebra, set, probability, statistics, trigonometry, geometry, and number theory. The course is intended for non-majors.

MATH 106. Elementary Statistics 3 sem hrs

A study of the methods of describing and analyzing data and an introduction to statistical inference with applications. Topics include: mean and variance, data displays, normal distribution, correlation and regression, and test of significance for means and proportions. Students take either MATH 106 or 207 as recommended by their major program.

MATH 110. Foundations of Elementary Mathematics 3 sem hrs

An exploration of elementary school mathematics topics from a conceptual perspective. Topics include algebra and patterns, numeration, the four fundamental operations of arithmetic, fractions and operations with fractions, decimals, ratios and proportions. This course is designed for prospective elementary teachers. Prerequisite: EDUC 100.

MATH 114. Quantitative Reasoning 3 sem hrs

This course focuses on strengthening quantitative reasoning skills. Students will learn to organize data, critically analyze numerical information, and use quantitative skills to build arguments and solve problems. Topics will be explored in the context of current issues using real data. The course is intended for non-majors.

MATH 141. Elementary Functions 4 sem hrs

A pre-calculus study of polynomial, rational, trigonometric, exponential, and logarithmic functions. Prerequisite: Three years of college preparatory mathematics.

MATH 151. Calculus I 4 sem hrs

A study of the calculus of functions of a single variable. Prerequisite: Four years of college preparatory mathematics including one year of functions and trigonometry, or MATH 141.

MATH 152. Calculus II 4 sem hrs
Continuation of MATH 151. Prerequisite: MATH 151 or one year of high school calculus.

MATH 171. Problem Solving with Programming 4 sem hrs
An introduction to mathematical problem solving using programming tools. Topics will include: algorithm development using pseudocode and graphic methods, the top-down approach to problem solving, modularity, and structured program design. Students will become familiar with several programming languages suitable for mathematical programming. No previous programming experience is required.

MATH 207. Statistics for the Sciences 4 sem hrs
An introduction to statistical methods with examples and problems aimed toward the sciences. Topics include: descriptive statistics, experimental design, probability, basic statistical inference, Chi-square analysis, analysis of variance, correlation, and simple and multiple regression. Students take either MATH 106 or MATH 207 as recommended by their major program. Prerequisite: Four years of college preparatory mathematics or MATH 141.

MATH 241. Linear Algebra 3 sem hrs
A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: MATH 151 or 260.

MATH 253. Calculus III 3 sem hrs
A study of the calculus of functions of more than one variable: including partial differentiation and multiple integration. Prerequisite: MATH 152.

MATH 254. Differential Equations 3 sem hrs
An introduction to ordinary differential equations and their applications. Prerequisite: MATH 152.

MATH 260. Discrete Structures 3 sem hrs
Topics include: sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory.

MATH 301. Advanced Calculus 3 sem hrs
A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, point wise convergence, and uniform convergence. Prerequisite: MATH 152 and MATH 260. Offered in alternate years.

MATH 311. Introduction to Modern Algebra 3 sem hrs
A study of groups, rings, and fields plus their applications. Prerequisite: MATH 152 and 241. Offered in alternate years.

MATH 317. Geometry 3 sem hrs
A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Prerequisite: MATH 152 and MATH 260. Offered in alternate years.

MATH 323. Numerical Analysis 3 sem hrs
An introduction to numerical algorithms. Methods will include: finding roots of equations, interpolation, curve-fitting, approximations of functions, and numerical differentiation and integration. Prerequisite: MATH 152 and MATH 241. Offered in alternate years.

MATH 339. Probability 3 sem hrs
An introduction to probability theory and its applications, including discrete and continuous

random variables, density functions, distribution functions, expectations, and variance.
Prerequisite: MATH 152, MATH 260, and COMP 160. Offered in alternate years.

MATH 345. Linear Regression and Analysis of Variance **3 sem hrs**

A data-analytic course. A study of simple and multiple linear regression and basic analysis of variance (ANOVA). Topics include: residual diagnostics, model validation, model building, computation and interpretation for one- and two-way ANOVA, and multiple comparisons. May include: factorial ANOVA, analysis of covariance, repeated measures, and/or some experimental designs. Applications include: use of computers. Prior completion of MATH 151 is recommended, but not required. Prerequisites: MATH 207 or PSYC 201 or permission of instructor.

MATH 350. Topics in Mathematics **3 sem hrs**

Possible topics include number theory, topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Prerequisite: MATH 152 and consent of the instructor.

MATH 351. Readings in Mathematics **1 or 2 sem hrs**

This course will investigate special readings in advanced mathematics or from the history of mathematics. Prerequisite: a 300 level mathematics course.

MATH 420. Independent Study and Seminar **3 sem hrs**

A study of selected topics in advanced mathematics. Prerequisites: One 300-level math course and permission of the instructor.

MATH 430. Mathematical Modeling **3 sem hrs**

A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: MATH 241, MATH 253 and senior standing.

Overview of the Computer Science Program:

Computer Science is a rapidly growing and ever-changing field that is primarily concerned with software design and development. Study in the field of Computer Science develops one's abilities to think logically and promotes excellent problem solving skills. With this preparation, Computer Science graduates continue to be in high demand.

The Computer Science major at Monmouth College is designed to prepare students for careers in the field of Computer Science by providing a high-quality undergraduate Computer Science major within a liberal arts setting. The department's goal is to prepare students for entry-level positions and also to assist them in building a strong foundation of knowledge that is necessary for graduate study and for lifelong learning. The curriculum emphasizes problem solving and provides students with a combination of theory and practical experience as well as introducing ethical and social issues that relate to the discipline.

Required Core Courses for the Computer Science Major (29 credits):

COMP 160	Fundamentals of Computer Science
COMP 161	Introduction to Programming
COMP 210	Object-Oriented Programming
COMP 220	Data Structures
COMP 230	Computer Organization and Architecture
MATH 241	Linear Algebra
MATH 260	Discrete Structures
COMP 401	Senior Project
COMP 402	Senior Project

Electives for the Computer Science Major (12 credits):

COMP 310	Database Theory and Design
COMP 325	Organization of Programming Languages
COMP 335	Software Engineering
COMP 337	Computer Communications and Networking
COMP 340	Analysis of Algorithms
COMP 343	Artificial Intelligence
COMP 345	Operating Systems
COMP 350	Topics in Computer Science
COMP 420	Independent Study
COMP 450	Internship in Computer Science

Required Core Courses for the Computer Science Minor (12 credits):

COMP 160	Fundamentals of Computer Science
COMP 161	Introduction to Programming
COMP 220	Data Structures

Electives for the Computer Science Minor (At least 2 Courses, 1 at 300+)

COMP 210	Object-Oriented Programming
COMP 230	Computer Organization and Architecture
COMP 310	Database Theory and Design
COMP 325	Organization of Programming Languages
COMP 335	Software Engineering
COMP 337	Computer Communications and Networking
COMP 340	Analysis of Algorithms
COMP 343	Artificial Intelligence
COMP 345	Operating Systems
COMP 350	Topics in Computer Science
COMP 420	Independent Study
COMP 450	Internship in Computer Science

Course Descriptions:**COMP 160. Fundamentals of Computer Science.**

An introduction to the field of Computer Science. The course will include a brief introduction to various topics that make up the computer science discipline. These topics may include, but are not limited to, computer logic, computer architecture, operating systems, and compilers. In addition, topics such as history of computing, careers in computing, and social impact of computing will be covered. Students will work with simplified programming environments to develop the problem-solving skills needed for more advanced study in computer science. This course is intended for students with no previous computer programming experience. (Every Semester. Four credits.)

COMP 161. Introduction to Programming.

An in-depth introduction to the design, development, and implementation of computer programs. Students will focus on developing modular programs in a procedural style. Topics include primitive and structured data types, data and sequence control mechanisms, subprograms and parameters and recursion. Students experiment with basic concepts during regularly scheduled laboratory sessions. Programming will be done using the Java programming language. Prerequisite: COMP 160. (Spring Semester. Four credits. Prerequisite: COMP 160)

COMP 210. Object-Oriented Programming.

In this course students are introduced to basic and advanced object-oriented programming techniques. Topics include objects, inheritance, reusable code and generic programming. Additionally, students will learn basic exception handling and be introduced to programming Graphical User Interfaces (GUI). Course concepts are discussed during regular class session and explored further during weekly lab sessions. Prerequisite: COMP 161 (Spring Semester. Four credits)

COMP 220. Data Structures.

Definition, implementation and application of data structures and their operations. Topics include abstract data types, recursion, efficiency analysis, algorithms, sorting and searching. Students will develop the basic tools necessary to compare and contrast algorithms and computer programs in general. Additionally, the nature of the science of computation will be explored. Taking MATH 260 prior to or concurrently with COMP 220 is highly recommended by not required. Prerequisite: COMP 161. (Fall Semester. Four credits.)

COMP 230. Computer Architecture and Organization.

An introduction to the architecture and organization of computer systems emphasizing the standard von Neumann model and moving forward to alternative concepts such as multiprocessor systems. Topics include digital logic, data representation, assembly language, memory systems, I/O interfaces. Prerequisites: COMP 161 and MATH 260. (Spring Semester. Three credits.)

COMP 310. Database Theory and Design.

An introduction to the concepts and techniques of database systems. Includes history and motivation of database systems, data modeling, relational database, SQL, transaction processing, distributed databases. Prerequisites: COMP 220 and MATH 260. (*Offered Every Odd Spring.* Three credits.)

COMP 325. Organization of Programming Languages.

A study of the necessary components of programming languages and of how computers implement programs. Prerequisites: COMP 220 and 230. (*Offered Every Odd Fall.* Three credits.)

COMP 335. Software Engineering.

A look at the field of software engineering and the theories and practices it uses. Topics include system logic, design, modeling and the software process. Students will put software engineering practices to use on a group software project. Prerequisite: COMP 210 and 220. (Also MISY 335.) (*Offered Every Odd Fall.* Three credits.)

COMP 337. Computer Communications and Networking.

This course introduces the fundamentals of computer networks. It focuses on the communication protocols used in computer networks, their functionality, specification, verification, implementation, and performance. The course also considers the use of network architectures and protocol hierarchies to provide more complex services. Existing protocols and architectures will be used as the basis of discussion and study. Prerequisite: COMP 220. (*Offered Every Even Spring.* Three credits.)

COMP 340. Analysis of Algorithms.

A study of the design and analysis of computer algorithms. Topics include asymptotic analysis, efficient algorithm design, sorting and order statistics, hashing, binary search trees, graph algorithms, matrix multiplication, and NP completeness. This course begins a more in-depth study in the theory and science of computation. Prerequisites: COMP 220, MATH 260. (*Offered Every Even Spring.* Three credits.)

COMP 343. Artificial Intelligence.

An introduction to the fundamental issues and problems of computational artificial intelligence with a history of the field and discussion of the social, moral and ethical issues involved in attempting to

create intelligent machines. Topics include search-based problem solving, knowledge representation and reasoning, machine learning and uncertainty. Prerequisites: COMP 220, MATH 260. (*Offered Every Odd Spring.* Three credits.)

COMP 345. Operating Systems.

Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: COMP 220 and 230. (*Offered Every Even Fall.* Three credits.)

COMP 350. Topics in Computer Science.

Possible topics include theoretical computer science, computer/network security, cryptography, graphics, and general topics within Computer Science not covered in the standard catalog. May be repeated for credit with different topics. Offered annually. Topics determined based on current events and current student interests. Prerequisites vary according to the topic studied. (*Offered Every Odd Fall.* Three credits.)

COMP 401. Senior Project: Research.

COMP 401 is the first of two courses that make up the capstone experience in Computer Science. This course focuses on researching and developing a concrete proposal for an independent or small group project to be implemented in COMP 402 the following spring. Pre-Requisite: COMP 220 and Senior Status. (Fall Semester. Two credits.)

COMP 402. Senior Project: Implementation.

COMP 402 is the second of two courses that make up the capstone experience in Computer Science. This course focuses on the implementation of the research and development proposal completed during the previous fall's section of COMP401. Prerequisite: COMP 401 (*Spring Semester. Two credits.*)

COMP 420. Independent Study.

An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Consent of the instructor. (Three credits.)

COMP 450. Internship in Computer Science.

An experience designed to allow students in the computer science field to apply the concepts and ideas developed during their study in the major. Prerequisite: Senior standing and prior approval of the department. (Three credits.)

MILITARY SCIENCE

Thomas Seifert
Professor

Jack Thresher
Assistant Professor

Chris Rodgers
Assistant Professor

The Military Science program provides instruction and practical experience in leadership and management that will help students succeed in any desired career, civilian or military. Military science lower division courses (MILS 111, 112, 211, 212) are open to any student. Upper division courses (MILS 311, 312, 411, 412) are restricted to those students that have made the decision to earn a commission as a Second Lieutenant in the United States Army, United States Army Reserve, or the Army National Guard.

Requirements for Commission:

1. Completion of requirements for the bachelor's degree
2. Department core courses in military science under the four-year program (*21 semester hours*)
 - Introduction to MILS 111 and 112 (*2 semester hours*)
 - Basic MILS 211 and 212 (*4 semester hours*)
 - Intermediate MILS 311 and 312 (*6 semester hours*)
 - Leader Development and Assessment Course (*6 semester hours placement credit*)
 - Advanced MILS 411 and 412 (*6 semester hours*)
 - Maintain a B average in intermediate and advanced military science courses
 - Three additional semester hours at Monmouth College, as approved by the Western Illinois University (WIU) Department of Military Science
3. Departmental core in military science under the two-year program (*27 semester hours*)
 - Leader's Training Course or equivalent training (*up to 6 semester hours placement credit; consult the Department of Military Science*)
 - Intermediate MILS 311 and 312 (*6 semester hours*)
 - Leader Development and Assessment Course (*6 semester hours placement credit*)
 - Advanced MILS 411 and 412 (*6 semester hours*)
 - B average in intermediate and advanced military science courses
 - Three additional semester hours at Monmouth College, as approved by the Department of Military Science
 - A cumulative college grade point average of 2.0 or better
 - Prescribed medical fitness standards

Advanced Placement:

Students with prior military service or those who have completed one or more years at a service academy or three or more years of Junior ROTC (Reserve Officers' Training Corps) may receive credit for advanced placement.

Extracurricular Activities:

A variety of extracurricular activities is offered for all students enrolled in military science. Many involve team competition with other colleges or universities.

Reserve Officers' Training Corps (ROTC):

The ROTC program offers a variety of opportunities for qualified students to obtain commissions as officers in the United States Army, United States Army Reserve, and the Army National Guard. Commissions are earned while the students obtain their B.A. degrees in the academic discipline of their choice (a student does not major in military science). Many

students earn their degrees with federal ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program and a two-year program.

Four-Year Program:

The normal progression to a commission is the four-year program. It consists of a basic course (first two years) and an advanced course (second two years). College academic credit is earned for all course work satisfactorily completed.

Basic Course:

Basic Course enrollment is limited to freshmen and sophomores (permission of the WIU department chair is required for other students). In the spring of each year, freshmen and sophomores compete for several federal ROTC scholarships. Basic Course students are not required to wear uniforms or obtain haircuts. Basic Course students do not incur any military obligation. During the period of the Basic Course, the students decide whether they want to enter the Advanced Course. The military science department evaluates their qualifications and determines their eligibility for acceptance.

Advanced Course (offered at Western Illinois University):

Advanced Course students include all students who have successfully completed the Basic Course or received credit for the Basic Course under one of the other options discussed below. Entry into the Advanced Course is a joint decision by the student and the military science department.

Requirements include: being of good character, a U.S. citizen, under 35 years of age (waiver possible) upon graduating and commissioning, medically qualified, not a conscientious objector, and maintaining a 2.0 cumulative grade point average. Students entering the Advanced Course sign a contract with the government and earn a tax-free stipend each month during their last two years of college. They continue to compete for numerous federal scholarships. Advanced Course students do incur a military obligation in either the Army Reserves, Army National Guard, or Active Army. The length of obligation varies depending on the type of commission received. Students can be guaranteed Reserve Forces duty or National Guard duty. Course work for the Advanced Course spans two years. Advanced Course students also attend Leader Development and Assessment Course of 31 days duration, normally between their junior and senior years. Students receive pay, travel allowance, and room and board while attending the course.

Two-Year Program:

The two-year program permits the student who has successfully completed the ROTC Leader's Training Course, or who has a status of veteran, prior service, National Guard, or United States Army Reserve, to enter directly into the Advanced Course Program. The ROTC Leader's Training Course is approximately four weeks long and provides military training in such subjects as leadership, rappelling, map reading, rifle marksmanship, physical training, tactics, communications, first aid, and water survival. The student attending ROTC Leader's Training Course is paid to attend and receives free lodging, meals, and college credit (up to six elective hours). There is no service obligation connected with the camp. The camp is designed to provide the student with Basic Course credit. Students wishing to attend the Basic Camp should apply early in the spring semester.

Advanced Placement Credit:

Veterans, prior service students, Junior ROTC students (three or more years), and National Guard or United States Army Reserve members may receive advanced placement credit for the Basic Course.

Financial Aid:

After the first year of military science, contracted Advanced Course students are eligible to receive federal scholarships that pay up to 100 percent of tuition and fees or up to \$10,000 of room and board, as well as \$1,200 a year for books. This subsistence allowance is received in monthly installments during the school year. Simultaneous Membership Program cadets also receive pay from their Army Reserve or National Guard unit.

Commission as a Second Lieutenant:

Students who successfully complete all requirements of the ROTC program are commissioned as Second Lieutenants. These commissionees fulfill their contractual obligations by serving in the Army Reserve, National Guard, or in the Active Army. Service in the Reserve or National Guard is an ideal way of blending a full-time civilian career with part-time service to the country as an officer. Students may request to delay their military duties to attend graduate school or to attain professional degrees.

Course Descriptions:

The courses below may be offered at Monmouth College or on the Western Illinois University campus:

MILS 111. Introduction to Leadership and Personal Development 1 sem hr

A course designed to introduce students to Army ROTC and the organization of the U.S. Army and its role in American society. Teach fundamental concepts in leadership in both classroom and outdoor activities. Increase self-confidence through optional activities in rappelling, leadership reaction course, and basic marksmanship.

MILS 112. Introduction to Tactical Leadership 1 sem hr

Continuation of MILS 111. This course continues to build the knowledge base of soldier skills such as first aid, marksmanship, and writing. Expands a student's opportunity for and knowledge of leadership skills through basic drill, rappelling and the leadership reaction course. Prerequisite: MILS 111.

MILS 211. Innovative Team Leadership 2 sem hrs

Students participate in discussions of selected leadership principles and the methods of military instruction. Introduction to a leadership development program which assesses students using 12 leadership dimensions. Instruction in basic individual military skills. Prerequisite: MILS 112.

MILS 212. Foundations of Tactical Leadership 2 sem hrs

Continuation of discussions of personal leadership development and individual military skills. Exercises in team building, small unit leadership techniques, and military map reading. Prerequisite: MILS 211.

MILS 298. Individual Studies 1–3 sem hrs

Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the Professor of Military Science (PMS).

MILS 311. Adaptive Tactical Leadership 3 sem hrs

Theories and techniques of military leadership. Concentration on leader/group interaction, organizational demands, communication, and counseling. Practical opportunities to lead small groups, receive assessment, and lead in situations of increasing complexity. Application of leadership techniques in small unit tactics and preparation for Advanced Camp. Prerequisites: MILS 212 or LTC and permission of the Professor of Military Science (PMS).

MILS 312. Leadership in Changing Environments 3 sem hrs

Continues methodology of MILS 311. Tactical organization, operations and small unit

leadership of rifle squad and platoon in the attack and defense. Written and oral presentation of operations orders, reports, and control systems. Proficiency in land navigation. Preparation for Warrior Forge. Prerequisite: MILS 311 and permission of the PMS.

MILS 411. Developing Adaptive Leaders

3 sem hrs

Designed to prepare the cadet for transition to lieutenant. Students will learn the expectations of duties of the newly commissioned officer, including command and staff functions through classroom discussion. They will also function as a battalion level command and staff element. MILS 411 will also continue to improve upon presentation skills, use of after action review/reports, understanding Army Training Doctrine, operation orders and military justice. Prerequisites: MILS 312 and permission of the PMS.

MILS 412. Leadership in a Complex World

3 sem hrs

Culmination of the leader development process at the pre-commissioning level, preparing for the transition from cadet to lieutenant. Training is to solidify the commitment to officership, reinforce individual competencies, and offer practical leader experiences. Includes the study and application of oral and written communications, leadership/professional ethics, logistics and maintenance. Prerequisites: MILS 411 and/or permission of the PMS.

MODERN FOREIGN LANGUAGES

Shigeko Mato
Associate Professor, Chair

Lady Cohen
Lecturer

Michael Harrison
Assistant Professor

Luisa Barbaro-Medrano
Lecturer

Nicholas Dobson
Assistant Professor

Susan Holm
Professor

Heather Brady
*Associate Professor,
Acting Chair (2009–2010)*

Vasant Gadre
Assistant Professor

Annie Moore
Lecturer

Julio Noriega
Visiting Assistant Professor

Overview of the French Program:

Students will broaden their knowledge of the language and culture of the French-speaking world, in order to become engaged thinkers who question their own assumptions. Students will be prepared to meet the challenges of this diverse world, think critically, and communicate effectively in the twenty-first century.

Requirements for the French Major (*minimum of nine courses beyond the 102 level, 28 semester hours*):

FREN 201 Intermediate French (*or equivalent*)
FREN 210/220* Advanced Composition/Conversation/Proficiency in French

Students must take a proficiency exam following FREN 210/220. Students must also pass a comprehensive examination upon completion of the major before graduation. Study-abroad is highly recommended.

**Co-requisite courses (must be taken concurrently).*

Requirements for the French Minor (*minimum of five courses beyond the 102 level, 16 semester hours*):

FREN 201 Intermediate French (*or equivalent*)
FREN 210/220* Advanced Composition/Conversation/Proficiency in French

Students must take a proficiency exam following FREN 210/220.

**Co-requisite courses (must be taken concurrently).*

Electives for the French Major/Minor:

FREN 252 Culture, Folklore, and Historical Background of the French-speaking World
FREN 315 French Writing and Grammar
FREN 321 Explication de texte
FREN 325 Business French
FREN 332 Perspectives in French Literature (Theatre/Prose/Poetry)
FREN 424 Francophone Literature

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 52–59.

French Course Descriptions:

FREN 101G. Elementary French I

4 sem hrs

This course focuses on the essential elements of effective communication in the French language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. The department strongly encourages a minimum grade of C or above before proceeding to FREN 102.

FREN 102G. Elementary French II 4 sem hrs

Continuation of FREN 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: A grade of C or above in FREN 101 or placement.

FREN 201. Intermediate French 4 sem hrs

A one-semester intermediate course designed to enable students to attain a functional level of proficiency in French. The emphasis is on the development of oral-aural skills (speaking and listening). Prerequisite: FREN 102 or placement.

FREN 210. Advanced Composition and Conversation 3 sem hrs

A study of the structure of the French language beyond the intermediate level. Includes continued grammar study and written and oral composition aimed toward accuracy of expression. Prerequisite: FREN 201 or its equivalent. Co-requisite: FREN 220.

FREN 220. Proficiency in French 1 sem hr

This course provides students with a functional level of proficiency in French. Emphasis is placed on developing students' skills in speaking, writing, listening-comprehension and reading. Prerequisites: FREN 201, its equivalent, or permission of the instructor. Co-requisite: FREN 210.

FREN 252. Culture, Folklore, and Historical Background of the French-speaking World 3 sem hrs

This course is an introduction to different aspects of contemporary French-speaking world and will explore a number of political issues such as urbanization, women's rights, occupation and decolonization. French civilization will be understood through history, literature and the arts as a means of better understanding present-day France. Offered in alternate years.

FREN 315. French Writing and Grammar 3 sem hrs

The aim of this course is to provide the grammatical knowledge and necessary grounding students need to comprehend complex readings and to write advanced papers in French. Offered in alternate years.

FREN 321. Explication de texte 3 sem hrs

Students will be introduced to various strategies for analyzing literary and non-literary texts. Students will also study the aesthetics and theory of literary expression. Selected texts range from the eighteenth through the nineteenth century. Offered in alternate years.

FREN 325. Business French 3 sem hrs

The goals of this course are both linguistic and substantive. In addition to learning professional vocabulary, students will study the functioning and characteristics of the French business world. The following topics will be covered: a) business letters, résumé writing, interviews and job searching; b) overview of selected business cases; c) financial institutions; d) trade, etc.

FREN 332. Perspectives in French Literature (Theatre/Prose/Poetry) 3 sem hrs

Organized by genre (theatre, poetry, or prose) and by siècle (century), this course provides an overview of French literature and major literary trends through the study of representative works from various periods. May be repeated for credit under a different topic. Offered in alternate years.

FREN 424. Francophone Literature 3 sem hrs

Reading some of the most compelling literary representations of children growing up in Africa or Antillean milieu, we will focus on themes, motifs, symbols and other literary devices used to articulate their reflections, dilemmas, perplexities and choices. Colonialism, assimilation, identity, and the other versus the self are some of the themes to be explored in this course. Offered in alternate years.

Overview of the Spanish Program:

Students will broaden their knowledge of the language and culture of the Spanish-speaking world, in order to become engaged thinkers who question their own assumptions. Students will be prepared to meet the challenges of this diverse world, think critically and communicate effectively in the twenty-first century.

Requirements for the Spanish Major (*minimum of nine courses beyond the 102 level, 28 semester hours*):

SPAN	201	Intermediate Spanish
SPAN	210/220*	Conversation and Writing Practice/Proficiency in Spanish
SPAN	212	Advanced Grammar and Composition

Students must pass a proficiency exam following 210/220 and SPAN 212. Students must also pass a comprehensive examination upon completion of the major before graduation. Study-abroad is highly recommended.

**Co-requisite courses (must be taken concurrently).*

Requirements for the Spanish Minor (*minimum of five courses beyond the 102 level, 16 semester hours*):

SPAN	201	Intermediate Spanish
SPAN	210/220*	Conversation and Writing Practice/Proficiency in Spanish
SPAN	212	Advanced Grammar and Composition

Students must pass a proficiency exam following 210/220, and SPAN 212.

**Co-requisite courses (must be taken concurrently).*

Electives for the Spanish Major/Minor:

SPAN	310	Introduction to Spanish Literature
SPAN	321	Golden Age of Spanish Literature
SPAN	322	Nineteenth-Century Spanish Literature
SPAN	323	Twentieth-Century Spanish Peninsular Literature
SPAN	324	Spanish American Literature
SPAN	326	Topics in Spanish
SPAN	335	Survey: History and Culture of Spain and Latin American Countries
SPAN	336	Special Topics in Hispanophone History and Culture

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 52-59.

Spanish Course Descriptions:

SPAN 101G. Elementary Spanish I 4 sem hrs

This course focuses on the essential elements of effective communication in the Spanish language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. The department strongly encourages a minimum grade of C or above before proceeding to SPAN 102.

SPAN 102G. Elementary Spanish II 4 sem hrs

Continuation of SPAN 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: A grade of C or above in SPAN 101 or placement.

SPAN 201. Intermediate Spanish 4 sem hrs

Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes intensive review of grammar as well as readings and discussions of Hispanic culture. Prerequisite: SPAN 102 or placement.

SPAN 210. Conversation and Writing Practice 3 sem hrs

Comprised of Spanish conversation, based on more sophisticated reading of texts, aimed toward increasingly accurate oral and written expression. Prerequisite: SPAN 201 or its equivalent. Co-requisite: SPAN 220.

SPAN 212. Advanced Grammar and Composition 3 sem hrs

Combines an intensive study of grammar with complementary writing projects designed to build and refine oral and written skills. Prerequisite: SPAN 201, its equivalent and/or permission of the instructor.

SPAN 220. Proficiency in Spanish 1 sem hr

This course helps students attain a functional level of oral proficiency in Spanish. Emphasis is placed on developing students' skills in listening and speaking. Prerequisites: SPAN 201, equivalent, or permission of the instructor. Co-requisite: SPAN 210.

SPAN 310. Introduction to Spanish Literature 3 sem hrs

A study of the genres of poetry, narrative, drama and essay. Introduction to literary analysis, using representative works of literature in Spanish. Prerequisite: SPAN 210/220 or SPAN 212 or permission of the instructor.

SPAN 321. The Golden Age of Spanish Literature 3 sem hrs

An introduction to the Quijote and the poetry and drama of the Renaissance and Baroque periods. Prerequisite: SPAN 310 or permission of the instructor.

SPAN 322. Nineteenth-Century Spanish Literature 3 sem hrs

A study of representative works from the Romantic, Realist, and Naturalist movements in Spain. Prerequisite: SPAN 310 or permission of the instructor.

SPAN 323. Twentieth-Century Spanish Peninsular Literature 3 sem hrs

An examination of compelling works of literature as a reflection of twentieth-century Spanish society. Prerequisite: SPAN 310 or permission of the instructor.

SPAN 324. Spanish American Literature 3 sem hrs

An overview of Latin American literature with special emphasis on contemporary literature. Prerequisite: SPAN 310 or permission of the instructor.

SPAN 326. Topics in Spanish 3 sem hrs

A close study of a selected topic related to the Spanish language or literature. Previous topics have included Business Spanish, Focus on the Caribbean, Mexican Literature, Hispanic Drama, and The Picaresque Novel. Prerequisite: SPAN 310 or permission of the instructor. May be repeated for credit with a different topic.

SPAN 335. Survey: History and Culture of Spain and Latin American Countries 3 sem hrs

A study of the history and culture of Spain and Latin America from early life on the Iberian Peninsula through the nineteenth-century Latin American wars of independence. Prerequisites: SPAN 210/220 or SPAN 212 or permission of the instructor.

SPAN 336. Special Topics in Hispanophone History and Culture 3 sem hrs

An in-depth focus on a particular area of culture in the Hispanophone world. Topic may center on a geographic region or country (e.g., the Caribbean), on specific cultural attribute(s)

(e.g., music, art and literature of the Andean Nations; twentieth-century Spanish film), or other selected area of study. Prerequisites: SPAN 212 or 310. May be repeated for credit with a different topic.

German Course Descriptions:

GERM 101G. Elementary German I **4 sem hrs**

This course focuses on the essential elements of effective communication in the German language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

GERM 102G. Elementary German II **4 sem hrs**

Continuation of GERM 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: A grade C or above in GERM 101 or placement.

GERM 201. Intermediate German **3 sem hrs**

Continuation of GERM 102 in which students complete their overview of German grammar and further develop their skills in speaking, listening, writing, and reading. Prerequisite: GERM 102 or placement.

Japanese Course Descriptions:

JAPN 101G. Elementary Japanese I **4 sem hrs**

This course focuses on the essential elements of effective communication in Japanese language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. The department strongly encourages a minimum grade of C or above before proceeding to JAPN 102.

JAPN 102G. Elementary Japanese II **4 sem hrs**

Continuation of JAPN 101G. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: A grade of C or above in JAPN 101G or placement.

JAPN 201. Intermediate Japanese I **4 sem hrs**

Continuation of Beginning Japanese I and II to develop further language skills and cultural literacy. Designed to enable students to attain a functional level of proficiency in Japanese. Prerequisite: JAPN 102 or its equivalent.

Modern Foreign Languages Course Descriptions:

MFLG 220. Individual Study **1–4 sem hrs**

Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language.

MFLG 320. Individual Study **1–4 sem hrs**

Students arrange appropriate junior-level independent study projects with individual instructors in their major language.

MFLG 340. Introduction to Linguistics and Phonetics **3 sem hrs**

A course designed for students interested in the structure and phonetics of modern languages.

MFLG 420. Individual Study **1–4 sem hrs**

Students arrange appropriate senior-level independent study projects with individual instructors in their major language.

MUSIC

Ian Moschenross
Assistant Professor

Julia Andrews
Lecturer

James E. Betts
Professor

Gregory Etzel
Lecturer

Garold Fowler
Lecturer

Sarah Moran
Lecturer

Tony Oliver
Lecturer

Tim Pahel
Assistant Professor

Stephen Richter
Lecturer

Carolyn Suda
Lecturer

David Suda
Professor

Aren Van Houzen
Lecturer

Requirements for the Music Major:

General Major:

The program for the general music major includes MUSI 121, 122, 125, 126, 221, 222, 225, 226, 321, 322, and 420; at least one course chosen from MUSI 203, 205, 256, 301, 302, or 304; enrollment in applied lessons each semester the student is on campus (in the student's major instrument or voice; only study in the declared major applied area will be counted toward the major GPA); enrollment in a Music Department ensemble during each semester the student is on campus (only one ensemble per semester will count toward the major GPA; that ensemble must involve the major applied area, except for pianists and guitarists); attendance at campus concerts, recitals, and music convocations, to be factored into the major applied grade each semester at professor's discretion.

Music majors are required to demonstrate competence at the keyboard by passing all components of the piano proficiency exam by the end of the sophomore year (music education majors must pass the piano proficiency exam before student teaching begins). Declared music majors, or those contemplating a music major, must enroll in piano until passing the piano proficiency exam. Completing piano proficiency is a prerequisite for admission into 300 and 400 level music courses. Exceptions to this policy may be granted by the department chair in unusual circumstances.

If the music major's advisor is not a music faculty member, it is strongly urged that the student find an advisor in the music department by the end of the freshman year.

Students intending to declare a major in music should do so by the end of the freshman year (with approval from and in consultation with the music faculty). Music majors must declare a major applied area at this time.

Sequential courses must be taken and passed in sequence.

Major requirements may not be audited.

The culminating experience for music majors is an independent study (MUSI 420) in the senior year, consisting of an in-depth investigation of a topic chosen by the student in conjunction with a member of the music faculty, preferably the advisor. The major should consult with the department for additional policies.

Performance Emphasis:

Music majors who concentrate in performance present a half recital before the end of the junior year, and a full recital before the end of the senior year. All requirements for the general major apply.

Recital Procedures:

A pre-recital hearing will take place three weeks before any student recital. All recital repertoire must be performed at the hearing. Following the pre-recital hearing, the music faculty will either allow the recital to go forward, require a postponement, or cancel the recital. The music faculty reserves the right to declare any degree recital unsatisfactory. In such an event, the recital must be presented again (for the music faculty only), within one month of the original performance date, and at a satisfactory level. Failure to do so will result in a grade of F in the major applied area for the semester.

Juries:

All students (regardless of major) enrolled in applied or group lessons will take a jury exam at the end of each semester. Exemptions from this requirement may be given at the discretion of the applied professor. Consult the department for specific jury requirements.

Sophomore Evaluation:

In the sophomore evaluation, held at the end of the sophomore year, the music faculty evaluates a music major's progress. Students are advised on strengths and weaknesses in music courses, ensembles, applied lessons, and piano proficiency. GPA and timely progress toward completing major requirements are also considered. In a successful evaluation, the music faculty will advise appropriate steps to address any perceived weak points and encourage the student to continue in the major.

Requirements for the Music Minor:

The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; two courses (taken in sequence) chosen from MUSI 125, 126, 225, or 226 (Beginning or Advanced Aural Skills Lab); one course chosen from MUSI 203, 205, 256, 301, or 302; one course chosen from MUSI 321 or 322; four semesters of applied music (including two semesters of piano if not the major applied instrument); and enrollment in semesters of Music Department ensembles. In addition, attendance at campus concerts and recitals is expected each semester.

Teacher Certification:

Students seeking certification in music education take MUSI 121, 122, 125, 126, 221, 222, 225, and 226; three courses selected from 252, 253, 254, or 255; 301, 304, 321, 322, and 420; four semesters of applied music; enrollment in a Music Department ensemble each semester the student is on campus. Music education majors present a half-recital during the junior year. Other requirements for the general major apply to all music education majors.

Elementary education majors seeking middle school certification in music must take two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; two courses (taken in sequence) chosen from MUSI 125, 126, 225, or 226 (Beginning or Advanced Aural Skills Lab); one course from MUSI 321 or 322; MUSI 301; two semesters of applied music (including one semester of piano if not the major applied instrument); and four semesters in Music Department ensembles.

Other requirements for certification are described on pages 52-59.

Applied Music:

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour weekly lesson with at least one hour of daily practice for one-half credit per semester. With instructor's consent, music majors or other advanced students may study for one credit per semester, requiring a one-hour weekly lesson and at least two hours of daily practice.

Lessons carry a \$195 fee per semester for all students. Students enrolled in multiple lessons pay only a single \$195 fee for the semester.

Odd-numbered courses (such as 145) carry one-half credit per term; even-numbered courses (such as 146) carry one credit.

- 145G Piano
- 145-2 Beginning Class Piano for Majors/Minors
- 145-3 Advanced Class Piano for Majors/Minors
- 146G Piano
- 151G Voice
- 152G Voice
- 153G Double Bass, Electric Bass, Guitar
- 154G Double Bass, Electric Bass, Guitar
- 155G Strings
- 156G Strings
- 161G Woodwinds
- 162G Woodwinds
- 165G Brass
- 166G Brass
- 171G Percussion
- 172G Percussion

Ensembles:

The following ensembles are open to all students by audition or by permission of the instructor; each carries one credit per semester:

- 131G Jazz Band
- 134G Concert Choir
- 181G Chorale
- 182G-1 Chamber Orchestra
- 182G-2 Instrumental Chamber Music
- 185G Monmouth Winds
- 186G Monmouth College Pipe Band
- 187G Percussion Ensemble
- 189G Fighting Scots Marching Band (Fall)/Concert Band (Spring)

Course Descriptions:

MUSI 101G. Introduction to Music 3 sem hrs

A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. Music majors or minors should enroll in MUSI 101 during their freshman year.

MUSI 121. Theory of Music I 3 sem hrs

An introductory investigation into the basic theoretical foundations of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of composition and analysis. Concurrent enrollment in MUSI 125.

MUSI 122. Theory of Music II 3 sem hrs

Continuation of MUSI 121 at the elementary level. Prerequisite: MUSI 121 or by permission. Concurrent enrollment in MUSI 126.

MUSI 125. Beginning Aural Skills Lab I**1 sem hr**

In coordination with MUSI 121, MUSI 125 develops basic musicianship skills in sight singing, reading, aural discrimination, and accurate pitch and rhythm. Concurrent enrollment with MUSI 121.

MUSI 126. Beginning Aural Skills Lab II**1 sem hr**

In coordination with MUSI 122, MUSI 126 builds on skills developed in MUSI 125, including sight singing, reading, aural discrimination, and accurate pitch and rhythm. Prerequisite: MUSI 125 or by permission. Concurrent enrollment with MUSI 122.

MUSI 203G. Evolution of Jazz**3 sem hrs**

A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. Offering subject to staffing availability.

MUSI 205G. History of American Music**3 sem hrs**

A survey of music in North America (primarily the United States) from the colonial era to the present day. Emphasizes works, styles, and artists from a variety of musical traditions. Designed to develop an understanding and appreciation of the broad range of musical styles found in the United States and the equally broad range of cultural traditions from which they emerged. Offered in alternate years.

MUSI 209G. World Music**3 sem hrs**

Ethnomusicological studies designed to develop an understanding and appreciation of musical traditions in non-Western cultures. Offering subject to staffing availability.

MUSI 221. Theory of Music III**3 sem hrs**

Continuation of MUSI 122 at the intermediate level. Prerequisite: MUSI 122 or by permission. Concurrent enrollment in MUSI 225.

MUSI 222. Theory of Music IV**3 sem hrs**

Continuation of MUSI 221 at the advanced level. Prerequisite: MUSI 221 or by permission. Concurrent enrollment in MUSI 226.

MUSI 225. Advanced Aural Skills Lab I**1 sem hr**

In coordination with MUSI 221, MUSI 225 builds on the first year of aural skills training and continues to develop skills of sight singing, reading, aural discrimination, and accurate pitch and rhythm. Prerequisite: MUSI 126, or by permission. Concurrent enrollment in MUSI 221.

MUSI 226. Advanced Aural Skills Lab II**1 sem hr**

In coordination with MUSI 222, MUSI 226 builds on skills developed in MUSI 225, including continued development of sight singing skills, aural discrimination, and accurate pitch and rhythm. Prerequisite: MUSI 225, or by permission. Concurrent enrollment in MUSI 222.

MUSI 250. Special Topics**3 sem hrs****MUSI 252. String Techniques****1 sem hr**

A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 253. Woodwind Techniques**1 sem hr**

A study of the techniques of playing the flute, oboe, clarinet, saxophone, and bassoon for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 254. Brass Techniques**1 sem hr**

A study of the techniques of playing the trumpet, trombone, horn, euphonium, and tuba for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 255. Percussion Techniques**1 sem hr**

A study of the techniques of playing snare drum, timpani, mallet instruments, drum set, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Prerequisite: MUSI 222 or by permission. Offered in alternate years.

MUSI 256G. Vocal Diction and Literature**2 sem hrs**

Designed to introduce the International Phonetic Alphabet to music students as a means of learning correct pronunciation in commonly used languages in vocal music: Italian, German, French, Latin, and Spanish. Students will apply their knowledge of IPA through performance of vocal literature in each language. Prerequisite: By permission of the instructor. Offered in alternate years.

MUSI 301. Introduction to Conducting**3 sem hrs**

An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups and keyboard exercises. Prerequisite: Passed Piano Proficiency and MUSI 222, or by permission. Offered in alternate years.

MUSI 302. Form and Analysis**3 sem hrs**

An examination of the properties of significant formal structures in Western tonal music through various analytical techniques. Prerequisite: Passed Piano Proficiency and MUSI 222, or by permission. Offered in alternate years.

MUSI 304. Orchestration and Arranging**3 sem hrs**

An exploration of the properties of musical instruments and voices and their combination in ensembles. Students analyze characteristic uses of instruments in standard literature and arrange music for a variety of performing groups, using computer techniques in this process. Prerequisite: Passed Piano Proficiency and MUSI 222, or by permission. Offered in alternate years.

MUSI 321. History and Literature of Music I**3 sem hrs**

A study of music from the earliest times to 1750. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Prerequisite: Passed Piano Proficiency and MUSI 222, or by permission. Offered in alternate years.

MUSI 322. History and Literature of Music II**3 sem hrs**

A study of music from 1750 to the present. Emphasizes works, styles, and formal and theoretical considerations. Includes continued study of bibliographic materials and procedures. Prerequisite: Passed Piano Proficiency and MUSI 222, or by permission. Offered in alternate years.

MUSI 420. Independent Study**3 sem hrs**

Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: Passed Piano Proficiency and MUSI 322 or permission of the instructor.

NINETEENTH-CENTURY STUDIES

Heather Brady
Associate Professor, French
Program Coordinator

Robert C. Hale
Professor, English
Program Coordinator

Brian T. Baugh
Assistant Professor, Art

Mary H. Bruce
Professor, English

Simon Cordery
Associate Professor, History

Stacy A. Cordery
Professor, History

Amy Caldwell
Associate Professor, History

Susan Holm
Professor, Spanish

Petra Kuppinger
Associate Professor,
Anthropology

Stacy M. Lotz
Associate Professor, Art

Anne J. Mamary
Associate Professor, Philosophy

Shigeko Mato
Associate Professor, Spanish

Cheryl L. Meeker
Professor, Art

Ian J. Moschenross
Assistant Professor, Music

C. Hannah Schell
Associate Professor,
Religious Studies

David Suda
Professor, Humanities

William Wallace
Professor, Theatre

Craig Watson
Professor, English

Mark Willhardt
Professor, English

Overview of the Program:

The Nineteenth-Century Studies minor is an interdisciplinary program designed to help students understand people, events, ideas, and cultural artifacts of the period from 1789–1914 (the long nineteenth century). Students will take courses in an array of disciplines to synthesize an understanding of the nineteenth century and determine larger patterns of meaning but also question how different disciplines construct and value knowledge.

Over the course of the program students will:

1. develop a fundamental understanding of human experience during the period from at least three disciplinary perspectives;
2. integrate concepts across program courses to better understand core issues, ideas, events, and cultural artifacts of the period;
3. understand how disciplines construct knowledge similarly and differently.

Requirements for the Nineteenth-Century Studies Minor:

The minor requires 18 semester hours from approved courses in at least three academic disciplines (see approved list of courses below).

- Three of the 18 semester hours will be an upper division, interdisciplinary capstone course. This course will be identified during the registration period and taught as a special topics course within a major.
- Students may count no more than six hours from one discipline for the minor; students may negotiate with the program coordinator to count multi-disciplinary courses into one of a number of possible disciplines.
- For a course to count towards the minor, at least 60 percent of course material must relate directly to the nineteenth century. The Nineteenth-Century Studies Steering Committee (overseen by the Curriculum Committee) may approve exceptions to this rule.

Required Courses for the Nineteenth-Century Studies Minor:

At least three disciplines should be represented, with a maximum of two courses per discipline. Multi-disciplinary courses may count in several disciplines.

Approved Courses (*refer to departmental listings for course descriptions*):**Anthropology**

ANTH	250*	Special Topics in Anthropology
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Art

ARTD	201	Introduction to the History of Art: Renaissance through Modern
ARTD	250*	Special Topics

English

ENGL	180*	Introduction to Literature
ENGL	221	British Survey II
ENGL	224	American Survey I
ENGL	240	Russian Literature of the Nineteenth Century
ENGL	250*	Special Topics
ENGL	347*	Genre Studies in American Literature
ENGL	348	English Novel*
ENGL	349*	Topics in American Literature
ENGL	350*	Special Topics

History

HIST	103	Western Civilization III 1848–Present
HIST	111	United States History 1750–1900
HIST	250*	Special Topics
HIST	308	Nineteenth-Century Arts and Letters
HIST	314	Civil War
HIST	315	Wild West

Music

MUSI	205	History of American Music
MUSI	322	History and Literature of Music II
MUSI	250*	Special Topics

Modern Foreign Languages

FREN	250	Special Topics
FREN	332*	Perspectives in French Literature
FREN	424*	Francophone Literature
SPAN	322	Nineteenth-Century Spanish Literature
SPAN	326*	Topics in Spanish Literature
SPAN	335	Survey: History and Culture of Spain and Latin Countries
SPAN	336*	Special Topics in Hispanophone History and Culture

Philosophy

PHIL	250*	Special Topics
PHIL	305*	Topics in the History of Philosophy

Political Science

POLS	321	The American Presidency
POLS	351	Constitutional Law

Religious Studies

RELG	200*	Topics in the History of Christian Thought
RELG	250*	Special Topics

Theatre

THEA	274	Theatre History
THEA	297*	Special Topics: Theatre

*when topic is appropriate

PHILOSOPHY AND RELIGIOUS STUDIES

Anne Mamary
Associate Professor, Chair

Kathleen Fannin
Chaplain

David Suda
Professor

Eleanor Beach
Visiting Professor

Hannah Schell
Associate Professor

Overview of the Program:

The Department of Philosophy and Religious Studies encompasses two disciplines that share a commitment to pursue the fundamental questions of human existence and to examine the various ways in which the traditions of philosophy and religion have answered these questions.

The philosophy program is designed to encourage students to think creatively and critically, to analyze important texts and issues in the history of philosophy, and to bring challenges and contemporary perspectives to that tradition. The term “philosophy” literally means “love of wisdom,” and courses in philosophy range from considerations of how we should live to the nature of human knowing.

The academic study of religion is an exciting approach to a liberal arts education. It is inherently interdisciplinary—drawing upon the insights of history, sociology, politics, philosophy, and literature, among others. The program is designed to provide opportunities for students to approach religious traditions in a variety of ways—including an exploration of rituals, beliefs, theology, ethics, communal worship, etc. With courses in the study of the Bible and the history of Christian thought, the major gives students a solid grounding in Christian traditions. The program is further designed to expose students to the rich history and variety of the world’s religious traditions.

Required Courses for the Philosophy Major (31 semester hours):

PHIL	101	Introduction to Philosophy
PHIL	201	Logic
PHIL/RELG	207	Ethics

Two of the following three courses from the history sequence:

PHIL	205	Classical and Medieval Philosophy
PHIL	307	Modern Philosophy
PHIL	311	Contemporary Philosophy
PHIL	450	Senior Project (or an additional elective in philosophy)
PHIL	452	Senior Research

Four elective courses.

Required Courses for the Religious Studies Major (31 semester hours):

The following two courses (or other designated courses) in sacred scripture:

RELG	101	Introduction to the Old Testament
RELG	108	Introduction to the New Testament

The following two courses (or other designated courses) in beliefs and practices:

RELG	210	Judaism and Islam
RELG	300	Philosophy and Religions of Asia

Two of the following courses (or other designated courses) in theology/philosophy:

RELG	200	Topics in the History of Christian Thought
RELG	207	Ethics: Philosophical and Religious
RELG	213	Philosophy of Religion
RELG	320	Individualized Study
RELG	450	Senior Project (or an additional elective in religious studies)

Three electives in religious studies.

Required Courses for the Philosophy Minor (15 semester hours):

PHIL 101 Introduction to Philosophy

Two courses from the history sequence.

Two elective courses in philosophy.

Required Courses for the Religious Studies Minor (15 semester hours):

RELG 200 Topics in the History of Christian Thought

One of the following courses:

RELG 101 Introduction to Old Testament

RELG 108 Introduction to New Testament

One course in cross-cultural materials, such as RELG 300 Philosophy and Religions of Asia.

Two elective courses in religious studies.

Required Courses for the Philosophy and Religious Studies Minor (15 semester hours):

The joint minor consists of five elective courses, with at least two courses in each discipline, and at least one course above the 200 level. The set of five courses must be approved by the department chair when the minor is declared. The minor is not available to Philosophy or Religious Studies majors and acts as an alternative to both majors and both minors.

Philosophy Course Descriptions:**PHIL 101. Introduction to Philosophy 3 sem hrs**

How do we know what we know? Who are we? What is real? Do people have free will? Is there absolute knowledge or only contingent knowledge? Many issues that we deal with in daily life are ultimately philosophical issues. The word philosophy is from the Greek for “love of wisdom,” but what is wisdom? Reading a selection of texts from the history of Western philosophy and from world philosophy, the class will consider these and other questions, while we work to perfect the art of “slow reading” and to value open-ended questions as much as or more than certain answers. Prerequisites: None.

PHIL 201. Critical Thinking: Introduction to Logic 3 sem hrs

This course will be an introduction to the art of reasoning. We will practice analyzing arguments in advertising, the media, in selections from philosophical and literary texts, and in our own conversations as we explore deductive reasoning, inductive reasoning, and fallacies. Prerequisites: None.

PHIL 205. Classical and Medieval Philosophy 3 sem hrs

This course will offer a survey of some of the primary texts of ancient Greek and medieval philosophy in their cultural contexts. After considering Greek philosophy, we will trace some of its impact on the development of medieval philosophy. We will study the influence of the Arab-Muslim scholarship of medieval Spain both for its role in preserving, translating, and expanding on Greek texts and for its foundational role in the development of European culture.

PHIL 207. Ethics: Philosophical and Religious 3 sem hrs

(Cross-listed as RELG 207) This course will examine some of the moral problems we face in our lives and will consider a variety of ways of thinking about how to understand them. Beginning with an overview of some of the main theoretical approaches in ethical thought in the Western philosophical tradition, the class will then consider specific issues, which may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. No prerequisites.

PHIL 211. Philosophy of Education**3 sem hrs**

An introduction to some of the philosophical foundations of education in order to consider the purposes of education for student, teacher, family, and society and some strategies for reaching educational goals. Students will consider how those philosophical foundations apply to educational practices of students and teachers and will ask what constitutes effective teaching and learning for both students and teachers. The class will explore how philosophies of education both shape and reflect societal values and will examine how those philosophies of education, put into practice, shape students and teachers, either to support and/or to challenge societal norms. This course is designed for students entering the teaching profession. Prerequisite: Sophomore standing.

PHIL 213. Philosophy of Religion**3 sem hrs**

(Cross-listed as RELG 213) Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, or proofs for the existence of God. Prerequisites: None.

PHIL 225. Philosophy and Feminism**3 sem hrs**

This course will offer an introduction to some of the questions that shape feminist philosophy today. What connections are there between feminist philosophy and feminist writing in other disciplines and feminist movements inside and outside the academy? The class will assume the importance of diverse women's voices. Reading theoretical, literary, and experimental texts which challenge the distinction between theory and literature, the class will focus on how an awareness of the intersections of race, class, sexuality, gender, ability, and ethnicity is vital for disciplinary and interdisciplinary study in feminist philosophy.

PHIL 250. Special Topics**3 sem hrs****PHIL 300. Philosophy and Religions of Asia****3 sem hrs**

(Cross-listed as RELG 300) An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. This course is intended primarily for students in their junior and senior years. May be repeated for credit with permission of the instructor.

PHIL 307. Modern Philosophy**3 sem hrs**

This course will trace the development of European modernity, from its beginnings in the Renaissance through the Reformation and Scientific Revolution and into the eighteenth and nineteenth centuries. We will look especially at how the rise of modernity, as expressed by the Rationalists, the Empiricists and through the Kantian turn, shaped European views of nature, science, mind, body, spirit/faith, and the nature of human beings. The emphasis will be on understanding modern philosophical works in their historical context. Recognizing that how we conceptualize ourselves and our world is shaped by our cultural moments, we will also consider challenges to modern European conceptions of people and our planet. This course is designed for students with some experience in philosophy and assumes some familiarity with the discipline. Prior completion of Phil 101, Phil 201, Phil 205, or Phil 207 is highly recommended.

PHIL 310. Environmental Ethics**3 sem hrs**

(Cross-listed as RELG 310) An examination of ecological problems caused by human

activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. This course is intended primarily for students in their sophomore, junior, and senior years.

PHIL 311. Contemporary Philosophy

3 sem hrs

This course will explore some of the directions philosophy has taken from late modernity to the present. Starting with a review of the eighteenth-century philosopher, Immanuel Kant, we will outline the defining features of modernity and some of the cracks in those foundations. Although quintessentially modern, Kant also paved the way for contemporary critiques of modernity on one hand and for contemporary attempts to defend and maintain modernity on the other. We will briefly consider the divergent paths contemporary philosophy has taken since Kant—the so-called Analytic and Continental paths—and we'll ask ourselves if the two are really as separate as they sometimes seem. Finally, we'll ask ourselves if there is a way to move from modernity's self-assurance that the world can be understood with absolute certainty to contemporary views that the world may be beyond our grasp and that different cultures (broadly defined) have different foundations for understanding in a world of contingencies. This course is designed for students with some experience in philosophy and assumes some familiarity with the discipline. Prior completion of PHIL 101, PHIL 201, PHIL 207, PHIL 305, or PHIL 307 is highly recommended.

PHIL 315G. Philosophy of Art

3 sem hrs

An examination of perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the impact of these matters on inquiries in related disciplines (i.e., linguistics, psychoanalysis, and religious studies). This course fulfills the Beauty and Meaning in Works of Art requirement.

PHIL 320. Individualized Study

1–3 sem hrs

Directed research and writing in an area of special interest to the student. May be repeated for credit.

PHIL 330. Theories of Knowledge

3 sem hrs

This course will introduce several of the major philosophical approaches to the question of what it means to know. Through a historical survey of primary sources, we will become familiar with the classical conception of knowledge as justified true belief and we will understand how modern challenges to this view—including skepticism regarding the senses and the problem of induction—have shaped contemporary movements in epistemology. This course is intended primarily for students in their sophomore, junior, and senior years.

PHIL 350. Topics in the History of Philosophy

1–3 sem hrs

This course will examine a particular figure, period, or theme in the history of philosophy, in a more focused manner than a survey course will allow. Emphasis will be placed on the significance of these ideas for contemporary debates and perspectives.

PHIL 411. Political Philosophy from Plato to the Present

3 sem hrs

(Cross-listed as POLS 411) A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill.

PHIL 450. Senior Project**1–3 sem hrs**

A thorough examination of a topic in philosophy and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for majors in Philosophy as the culminating experience of their program of study. Open only to senior majors.

PHIL 452. Senior Research**1 sem hr**

This course is designed for students conducting independent research in preparation for their senior projects in philosophy. Through regular meetings with the project advisor and individual research, students will begin the semester reading broadly in the relevant scholarship to generate and then focus a topic for the senior project. The remainder of the semester will consist of more focused research. Credit/No Credit.

Religious Studies Course Descriptions:**RELG 100. Introduction to World Religions****1 sem hr**

This one-credit course offers a brief introduction to the world's major religious traditions, including the Indian traditions of Hinduism and Buddhism, the Chinese religions of Confucianism and Taoism, and the "religions of Abraham" – Judaism, Christianity, and Islam. Our weekly meetings will be primarily lecture, incorporating some images and video clips as well as time for discussion. The course will also encourage students to reflect on the category of "religion" in general and to consider the complexities of comparing traditions.

RELG 101. Introduction to the Old Testament**3 sem hrs**

A study of the text of the Old Testament in its historical and cultural context. The story of Israel is traced from its formation as a people through the rise of the monarchy, exile, and return. The complex web of traditions that shaped Israel's identity is analyzed, and the historical, literary, and theological dimensions of the texts are explored. Prerequisites: None.

RELG 108. Introduction to the New Testament**3 sem hrs**

A study of first-century Christian literature in its historical and cultural contexts. The course will focus on the historical Jesus, Paul's epistles, and the Jewish framework of early Christian faith and practice in Hellenic-Roman culture. Prerequisites: None.

RELG 150. Religion and Religions**3 sem hrs**

What is religion? How do we make sense of religions in all of their diversity and all of their complexity? This course exposes students to an array of theories about religion, including sociological, anthropological, psychological, and phenomenological. It also engages the issues that arise in comparing traditions through a consideration of such issues as ritual, community, and sacred texts. Prerequisites: None.

RELG 200. Topics in the History of Christian Thought**3 sem hrs**

Introduction to the history of Christian thought, from the missionary work of Paul to the development of basic church teachings in figures like Augustine, Anselm, Aquinas, and Julian of Norwich; the Reformation (Luther, Calvin, others) through to developments in the modern period, and the variety of Christian responses to contemporary culture. This course may focus on a particular theme or time period. Students may repeat this course for credit by permission of department chair. Prerequisites: None.

RELG 207. Ethics: Philosophical and Religious
(Cross-listed as PHIL 207)**3 sem hrs**

This course will examine some of the moral problems we face in our lives and will consider a variety of ways of thinking about how to understand them. Beginning with an overview

of some of the main theoretical approaches in ethical thought in the Western philosophical tradition, the class will then consider specific issues, which may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. No prerequisites.

RELG 210G. Judaism and Islam**3 sem hrs**

A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments among Jews and Muslims. Special attention is given to understanding similarities and differences between Judaism, Christianity, and Islam as monotheistic traditions which all trace their roots to Abraham. Prerequisites: None. This course meets the Human Societies general education requirement.

RELG 213. Philosophy of Religion**3 sem hrs**

(Cross-listed as PHIL 213) Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, proofs for the existence of God, or the problem of evil. Prerequisites: None.

RELG 220. Women and Religion**3 sem hrs**

This course explores the religious lives of women across cultures and religious traditions. Course readings include: writings by women religious leaders and lay participants as well as essays about women in a variety of religious contexts. Attention is paid to the uniqueness and diversity of women's experience within religious traditions, including the experience of oppression but also of empowerment. This course meets the cross-cultural requirement of the religious studies major.

RELG 244. Religion and Politics**3 sem hrs**

(Cross-listed as POLS 244) The "secularization" thesis prevailed among the social scientists during the 1950s and 1960s. This thesis assumed that under the influence of industrialization, urbanization, and modernization, religion will become less important in the public and the private spheres. The emergence of highly politicized religious movements have posed a severe challenge to the secularization thesis. In this course, we will explore the relationship between religion and politics by examining contemporary movements such as the Christian Right in the U.S., Hindu fundamentalism in India, and political Islam in the Middle East and South Asia.

RELG 250. Special Topics**1–3 sem hrs****RELG 300. Philosophy and Religions of Asia****3 sem hrs**

(Cross-listed as PHIL 300) An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. This course is intended primarily for students in their junior and senior years. May be repeated for credit with permission of the instructor.

RELG 310. Environmental Ethics**3 sem hrs**

(Cross-listed as PHIL 310) An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should

be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. This course is intended primarily for students in their sophomore, junior, and senior years.

RELG 312. Religion in America

3 sem hrs

(Cross-listed as HIST 312) The story of American religious history is an important narrative about our country's identity. Recent work in the field has focused on what has been left out of the old stories and how we might better account for the experiences of women, of minorities, and of those groups who challenge the dominate theologies and practices. This course covers the colonial period through to contemporary developments, including secularization, New Age movements and the flourishing of the world's religious traditions within an American context. Students will be exposed to some of the recent work in the field that explores the various ways to tell the story of American religious history. Course topics will vary from year to year. Possible topics include: Christianity in America, African-American religious history, new religious movements and utopian experiments, women in American religious history or the world's religions in America. This course is intended primarily for students in their sophomore, junior, and senior years. May be repeated for credit with permission of the instructor.

RELG 320. Individualized Study

1–3 sem hrs

Directed research and writing in an area of special interest to the student. May be repeated for credit.

RELG 350. Contemporary Issues in Religious Studies

1–3 sem hrs

This course examines a contemporary issue in the study of religion and draws upon recent scholarship in the field.

RELG 450. Senior Project

1–3 sem hrs

A thorough examination of a topic in religion and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Open only to senior majors.

PHYSICAL EDUCATION

Kari Shimmin
Chair

Bob Foster
Lecturer

George Perry
Instructor

Steve Bell
Lecturer

Roger Haynes
Instructor

Dave Ragone
Lecturer

Melissa Bittner
Instructor

Molly McNamara
Instructor

Mark Vershaw
Lecturer

Chad Braun
Instructor

Overview of the Program:

Students in physical education will enroll in courses pertaining to the study of human movement, teaching methods, sport skills, health and wellness, assessment, athletic administration, and exercise science. Students choose between a physical education degree with or without teaching certification. Physical Education majors seeking certification may also receive a health endorsement. Students seeking a physical education degree without certification are encouraged to minor in another area of study.

Career Opportunities:

Graduates in physical education will be prepared to have careers in teaching physical education, coaching, recreation, fitness, and to enroll in graduate school.

Required Core Courses for the Physical Education Major (26 semester hours):

PHED 131	Swimming
PHED 180	Personal and Community Health
PHED 190	Foundations of Physical Education
PHED 210	Individual Sports
PHED 211	Team Sports
PHED 212	Rhythmic Activities
PHED 220	Physical Fitness Concepts
PHED 421	Organization and Administration
PHED 430	Adapted Physical Education

One of the following four courses:

PHED 316	Coaching of Volleyball and Softball
PHED 317	Coaching of Football
PHED 318	Coaching of Basketball
PHED 319	Coaching of Baseball and Track

Required Courses for the Non-Teaching Concentration (7 semester hours):

PHED 110	Physical Fitness
PHED 450	Problems in Physical Education

One of the following two courses:

PHED 315	Kinesiology
PHED 423	Physiology of Exercise

Required Courses for the Teaching Concentration (11 semester hours):

PHED 315	Kinesiology
PHED 325	Athletic Training and First Aid
PHED 423	Physiology of Exercise
PHED 425	Tests and Measurements in Physical Education

Basic-Skill Courses:

Each basic-skill course carries one credit. These courses are Credit/No Credit. A maximum of 6 semester hours in basic skills may be counted toward the degree. Credit for a particular course will be granted only once.

PHED 101	Fundamentals of Basketball
PHED 102	Fundamentals of Volleyball
PHED 110	Physical Fitness
PHED 111	Weight Training
PHED 122	Beginning Golf
PHED 123	Beginning Tennis
PHED 131	Swimming
PHED 134	Archery
PHED 136	Badminton

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 52-59.

Course Descriptions:

PHED 137. Lifeguarding **1 sem hr**

For advanced swimmers who wish to learn the skills and techniques necessary to become qualified lifeguards. The course covers swimming, rescue skills, personal safety skills, lifeguard techniques, first aid, professional-level cardiopulmonary resuscitations skills and knowledge, and management techniques for aquatic environments. Upon successful completion of the course, students receive the American Red Cross certificate in lifeguarding, first aid and safety, and professional CPR. Prerequisite: Must pass swimming test at first class. Credit/No Credit.

PHED 180. Personal and Community Health **3 sem hrs**

This course is an examination of personal and community health problems, as well as information concerning personal, family, and community health for prospective teachers of health. Enrollment restricted to Physical Education majors only. Non-majors must have permission of the instructor.

PHED 181. School Health Concepts **3 sem hrs**

This course includes various health issues affecting society. Among the topics covered are a study of sex education, nutrition, and drugs. This course is designed to provide the prospective teacher of health a knowledge base about current health issues. Enrollment restricted to Physical Education majors only. Non-majors must have permission of the instructor.

PHED 190. Foundations of Physical Education **3 sem hrs**

An introduction to the physical education profession emphasizing its history, principles, objectives, programs, and career opportunities.

PHED 210. Individual Sports **3 sem hrs**

An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor. Offered in the spring semester.

PHED 211. Team Sports**3 sem hrs**

An analysis of the skills, tactics, and strategies involved in basketball, football, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor. Offered in the fall semester.

PHED 212. Rhythmic Activities**2 sem hrs**

A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor. Offered in the spring semester.

PHED 220. Physical Fitness Concepts**2 sem hrs**

A study of the role and value of physical fitness and exercise in the development of healthy bodies. Includes coverage of bodily responses to exercise, training principles, physical fitness evaluation techniques, and exercise program development. Participation in strenuous fitness activities is included. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor.

PHED 250. Special Topics**1–3 sem hrs****PHED 315. Kinesiology****3 sem hrs**

An analysis of the mechanics and anatomy of human motion. Prerequisite: PHED 180 and 190. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor. Offered in the fall semester.

PHED 316. Coaching of Volleyball and Softball**3 sem hrs**

A study of the methods and techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formation, and strategy. Offered in the spring semester of odd years.

PHED 317. Coaching of Football**3 sem hrs**

A study of the methods and techniques of coaching football. Offered in the fall semester of even years.

PHED 318. Coaching of Basketball**3 sem hrs**

A study of the methods and techniques of coaching basketball. Offered in the fall semester of even years.

PHED 319. Coaching of Baseball and Track**3 sem hrs**

A study of the methods and techniques of coaching baseball and track and field. Offered in the spring semester of odd years.

PHED 325. Athletic Training and First Aid**2 sem hrs**

A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. Prerequisite: PHED 180 and 190. Non-majors must have permission of the instructor.

PHED 420. Independent Study**1–3 sem hrs**

Developed with the guidance of the department chair. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor.

PHED 421. Organization and Administration**3 sem hrs**

A study of the administration of physical education, health education, intramural, and athletic programs. Coverage also includes administrative theory and functions. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor. Offered in the fall semester.

PHED 423. Physiology of Exercise**3 sem hrs**

A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Prerequisite: PHED 315. Enrollment restricted to Physical Education majors. Non-majors must have permission of the instructor. Offered in the spring semester.

PHED 425. Tests and Measurements in Physical Education**3 sem hrs**

A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures. Enrollment restricted to Physical Education majors with senior standing. Offered in the fall semester.

PHED 430. Adapted Physical Education**3 sem hrs**

A study of physical education for the atypical student. Emphasis is on the study of various disabling conditions and the role of exercise for those conditions. Enrollment restricted to Physical Education majors with senior standing. Non-majors must have permission of the instructor. Offered in the spring semester.

PHED 450. Problems in Physical Education**3 sem hrs**

May include projects, internships, individual study, and other forms of independent study. Designed as the culminating experience for majors not seeking teaching certification. Enrollment restricted to Physical Education majors with senior standing.

PHYSICS

Christopher G. Fasano

Professor, Chair

Coordinator, Dual-Degree

Engineering

Rajkumar Ambrose

Professor

Anota Ijaduola

Visiting Assistant Professor

Overview of the Program:

Physics is the study of the fundamental laws and forces that govern how the universe works. Students will learn both the process of discovery that physicists use and the fundamental laws of the physical universe.

Physics Major:

Students who complete a physics major will be prepared for exciting futures in a wide range of fields where quantitative problem solving skills are valuable, including physics, engineering, interdisciplinary sciences, and anywhere that the quantitative understanding of complex systems is important. People educated in physics are found in a diverse set of fields that range from pure science to engineering, to finance, to teaching, to business and industry, and beyond.

Physics Minor:

Students who are interested in enhancing their scientific and quantitative skills can earn a physics minor. Students in the other physical and biological sciences, mathematics, computer science, and other quantitative disciplines like economics and finance may find a physics minor particularly appealing. Students with interests in business in technology fields may also find a physics minor very interesting.

Physics and Dual-Degree Engineering:

Students interested in Monmouth College's Dual-Degree Engineering may major in Physics as their Monmouth College Program. Dual-Degree students may complete their Monmouth College Physics degree in three or four years. Students will choose elective courses in Physics as per their interests in engineering. Contact the Dual-Degree Engineering coordinator for detailed requirements for each participating engineering program.

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 52-59.

Required Core Courses (28+ semester hours):

PHYS	130G	Introductory Physics I with Lab
PHYS	132G	Introductory Physics II with Lab
PHYS	134	Introductory Physics III
PHYS	208	Classical Mechanics
PHYS	303	Electricity and Magnetism
PHYS	310	Quantum Mechanics
PHYS	350 ⁴	Science Seminar (4 semesters)
PHYS	315L	Advanced Laboratory
PHYS	420 ⁵	Senior Research

One or both of the following two courses:

PHYS	210 ¹	Circuit Analysis
PHYS	280 ³	Introduction to Modern Physics

¹ Recommended for students interested in Electrical Engineering.

² Recommended for students interested in Civil or Mechanical Engineering.

³ Recommended for all students.

⁴ Dual-Degree Engineering students may take only two semesters of Science Seminar to complete their degree in three years. Consult with the Dual-Degree coordinator.

⁵ Dual-Degree students consult with the Dual-Degree coordinator.

Recommended Physics Electives (*not required*):

PHYS	190 ³	Digital Electronics
PHYS	209 ²	Statics
PHYS	211 ¹	Analog Electronics
PHYS	212	Optics
PHYS	214 ³	Computational Methods
PHYS	250	Special Topics
PHYS	311	Mathematical Methods for Physicists
PHYS	312	Quantum Mechanics II
PHYS	325	Solid State Physics
PHYS	335	Nuclear Physics
PHYS	356	Statistical Physics
PHYS	401	Independent Study

PHYS 103G. Astronomy **4 sem hrs**

An introduction to the study of our universe—its structures and their origin and evolution. Topics include: the earth, the moon, planets and stars and how they affect our lives. Simple laboratory experiments and telescopic observation are part of the course.

PHYS 130G. Introductory Physics I **4 sem hrs**

An introduction to topics in classical mechanics, including kinematics, Newton's laws, work-energy principles, momentum and impulse, and rotational motion. Some differential calculus is used. Co-requisite: MATH 151.

PHYS 132G. Introductory Physics II **4 sem hrs**

Continuation of Physics 130. Topics include: electricity, magnetism, and simple circuit analysis. Differential and integral calculus used freely. Co-requisite: MATH 152.

PHYS 134. Introductory Physics III **3 sem hrs**

Continuation of PHYS 132. Topics include: physical, waves, oscillating motion, optics, special relativity, and introductory quantum physics.

PHYS 190. Digital Electronics for Computer Science **4 sem hrs**

An introduction to digital circuit design, both combinational and sequential, and their application in constructing digital instruments. May include microprocessor and elementary assembly language. There is a strong laboratory component to this course. Offered in rotation as needed.

PHYS 208. Classical Mechanics **3 sem hrs**

An introduction to the study of particles and systems under the action of various types of forces. Includes harmonic oscillator, central force and Lagrangian formulation. This course makes elegant use of mathematical techniques in solving physical problems. Prerequisites: MATH 254 and PHYS 132.

PHYS 209. Statics **3 sem hrs**

An introduction to analysis of forces acting on particles and rigid bodies. Topics include: statics of particles, rigid bodies and equivalent systems of forces, equilibrium of rigid bodies, distributed forces, analysis of structures, forces in cables in beams, friction, and moments of inertia. Prerequisite: PHYS 130. Offered in rotation as needed.

¹ Recommended for students interested in Electrical Engineering.

² Recommended for students interested in Civil or Mechanical Engineering.

³ Recommended for all students.

PHYS 210. Circuit Analysis 4 sem hrs

Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include: Kirchhoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, and properties of RL, RC, and RLC circuits. Prerequisite: PHYS 132. Offered in rotation as needed.

PHYS 211. Analog Electronics 4 sem hrs

Topics include: high and low pass filters, differentiators, integrators, detailed study of transistor circuits, operational amplifiers, comparators, Schmitt triggers, and oscillator circuits. There is a strong laboratory component to this course. Prerequisite: PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 212. Optics 4 sem hrs

A study of geometrical and physical optics. Topics include: optical instruments, interference, diffraction, dispersion, and topics in modern optics. Prerequisites: MATH 254 and PHYS 132 or permission of the instructor. Offered in rotation as needed.

PHYS 214. Computational Methods for the Natural Sciences 3 sem hrs

An introduction to the practice of solving problems in the natural sciences using computers. Topics include: the use of numerical differentiation and integration, numerical solutions to differential equations, numerical simulation, and approximation techniques to solve common and interesting problems in the natural sciences. Prerequisites: PHYS 132, COMP 160, or permission of the instructor. MATH 323 encouraged. Offered in rotation as needed.

PHYS 250. Special Topics 1–3 sem hrs**PHYS 267. Introduction to the Dynamics of the Atmosphere** 3 sem hrs

Topics include: Survey of the properties of the atmosphere, (including the composition and motion of the atmosphere, some atmospheric chemistry, the carbon and hydrologic cycles), atmospheric thermodynamics, radiative transfer, cloud microphysics, and weather systems. Prerequisite: Physics I (Physics 130). Corequisite: Physics II (PHYS 132) or permission of the instructor.

PHYS 280. Introduction to Modern Physics 3 sem hrs

An introduction to the physics of the twentieth and twenty-first centuries. Topics may include: special relativity, introductory quantum theory, introductory atomic physics, nuclear physics, condensed matter physics and particle physics. Prerequisite: PHYS 130, 132. Prerequisite or co-requisite: PHYS 134.

PHYS 303. Electricity and Magnetism 3 sem hrs

A detailed introduction to the principles of electrodynamics. Topics include: electrostatics and magnetostatics, both in vacuum and matter, and the development of Maxwell's equations to study electromagnetic fields. Prerequisites: MATH 254 and PHYS 132.

PHYS 310. Quantum Mechanics 3 sem hrs

An introduction to concepts of modern quantum mechanics, including an historical introduction, a review of related classical mechanics techniques and the required mathematical concepts. Topics include: postulates of quantum mechanics, matrix formulation, one-dimensional potentials, and the Heisenberg uncertainty principle. Prerequisites: MATH 254 and PHYS 208.

PHYS 312. Quantum Mechanics II 3 sem hrs

Further development of the mathematical methods of quantum mechanics. Three-dimensional potential problems are considered in greater detail. Topics include: the hydrogen atom,

angular momentum and spin, perturbations, and introductory relativistic quantum mechanics. Prerequisite: PHYS 310. Offered in rotation as needed.

PHYS 315L. Advanced Laboratory 1 sem hr

An introduction to advanced laboratory techniques and data analysis in physics, as well as a selection of the classic experiments in modern physics. Experiments may be in optics, atomic physics, solid state physics, and nuclear physics. Prerequisite: PHYS 132.

PHYS 325. Solid-State Physics 4 sem hrs

An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include: band theory and semiconductors, phonons, and superconductivity. Prerequisite: PHYS 310. Offered in rotation as needed.

PHYS 335. Introduction to Nuclear Physics with Lab 4 sem hrs

An introduction to the physics of the nucleus. Topics include: the study of nuclear properties, models of the nucleon-nucleon interaction, models of the nucleus, scattering theory, radioactive decay and radiation. Includes laboratory. Prerequisite: Junior standing or permission of the instructor. Offered in rotation as needed.

PHYS 350. Science Seminar 1 sem hr

An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of juniors and seniors majoring in chemistry and physics. Other students are invited to participate. May be repeated up to 4 semester hours. Credit/No Credit.

PHYS 356. Statistical Physics 3 sem hrs

An introduction to thermodynamics and statistical mechanics. Topics include: entropy and temperature, Boltzmann distribution, chemical potential and the Gibbs distribution, and Fermi and Bose gases. Prerequisite: PHYS 134 or permission of the instructor. Offered in rotation as needed.

PHYS 401. Independent Study 1–3 sem hrs

Special topics in physics. Prerequisites: PHYS 210, 211 or 212, 303, and 325 or 356.

PHYS 420. Senior Research 4 sem hrs

An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: PHYS 208, 210, or 280.

¹ Recommended for students interested in Electrical Engineering.

² Recommended for students interested in Civil or Mechanical Engineering.

³ Recommended for all students.

⁴ Dual-Degree Engineering students may take only two semesters of Science Seminar to complete their degree in three years. Consult with the Dual-Degree coordinator.

⁵ Dual-Degree students consult with the Dual-Degree coordinator.

POLITICAL ECONOMY AND COMMERCE

Michael Connell
Professor, Chair

Don Capener
Associate Professor

Frank Gersich
Professor

Haryanto
Assistant Professor

Richard Johnston
Associate Professor

Kenneth McMillan
Professor

Patrick Montgomery
Assistant Professor

Judy Peterson
Professor

Wendine R. Thompson-Dawson
Assistant Professor

Assistant Professor John Van Ausdall
Lecturer

Keith Williams
Assistant Professor

Overview of the Program:

The Department of Political Economy and Commerce offers programs in both Business Administration and Economics. The department offers the opportunity to take advanced courses in management, finance, marketing, international business, and public policy.

The department's focus, and hence its name, is a general approach to economic and commercial activity. The department emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department curriculum focuses upon how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insight to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take courses in finance, accounting, quantitative analysis, marketing, and management. Economics majors study the major areas of economic theory and econometrics. Yet, rather than the simple acquisition of technical skills, majors are also required to take courses which place these issues in a historical and institutional context: thus, the student learns to understand why the issues and techniques are important.

Requirements for the Economics Major:

ECON 200	Principles of Economics
ECON 300	Intermediate Price Theory
ECON 301	Intermediate Macro-economics
ECON 371	Introduction to Econometrics
ECON 401	Public Policy
MATH 106	Elementary Statistics

Three ECON courses at the 300 or 400 level (9 semester hours).

Students planning on graduate study in economics are encouraged to gain a mastery of calculus.

Requirements for the Economics Minor:

ECON 200	Principles of Economics
ECON 300	Intermediate Price Theory
ECON 301	Intermediate Macro-economics

Two ECON courses at the 300 or 400 level (6 semester hours).

Economics Course Descriptions:

- ECON 120. Contemporary Economic Problems** 3 sem hrs
Interpretation and analysis of recent economic events, problems, and policy issues based upon economic principles.
- ECON 200G. Principles of Economics** 4 sem hrs
Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption patterns, role of competition and prices; determinants of national income, employment, inflation, and exchange values and role of monetary and fiscal policy.
- ECON 250. Special Topics.** May be repeated. 1–3 sem hrs
- ECON 300. Intermediate Price Theory** 3 sem hrs
A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: ECON 200.
- ECON 301. Intermediate Macro-economics** 3 sem hrs
A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and monetary policies. Prerequisite: ECON 200.
- ECON 310. Regulation and Legislation** 3 sem hrs
Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: ECON 200.
- ECON 311. Labor, Unions, and Industrialization** 3 sem hrs
An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: ECON 200.
- ECON 320. Industrial Organization** 3 sem hrs
Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual business. Prerequisite: ECON 200.
- ECON 331. Political Economy of Development** 3 sem hrs
A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: Junior standing or permission of the instructor. Prerequisite: ECON 200.
- ECON 336. Money and Banking** 3 sem hrs.
An analysis of money, banking and central banking with a concentration on policy implementation by the Federal Reserve System. National and international impacts will be examined.
- ECON 340. Economics and Law** 3 sem hrs
Micro-economic examination of the social consequences of alternative legal rules including property rights, contract rights, tort liability rules and criminal law. Prerequisites: ECON 200.
- ECON 350. Special Topics in Economics.** May be repeated for credit. 3 sem hrs
- ECON 351. Comparative Economic Systems** 3 sem hrs
An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. Prerequisite: ECON 200.

ECON 360. International Trade and Finance 3 sem hrs

An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and government-owned firms. Prerequisite: ECON 200.

ECON 361. History of Economic Thought 3 sem hrs

An examination of major contributions to thought and their significance for modern theory. Prerequisite: ECON 200.

ECON 370. Public Finance 3 sem hrs

An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisite: ECON 200.

ECON 371. Introduction to Econometrics 3 sem hrs

Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Prerequisite: MATH 106. Offered in alternate years.

ECON 380. Environmental Economics 3 sem hrs

Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods. Prerequisites: ECON 200.

ECON 390. Independent Readings 1–3 sem hrs

Economic readings selected on an individual basis supervised by a mentoring faculty member. Prerequisite: Permission of the instructor.

ECON 400. Internship 3 sem hrs

An off-campus experience working in a professional environment under the supervision of a mentor. Prerequisite: Permission of the instructor.

ECON 401. Public Policy 3 sem hrs

A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. Prerequisites: ECON 300 and ECON 301 or permission of the instructor.

ECON 402. Selective Seminars in Economics 3 sem hrs

Topics include: regional and urban economics, economic development, mathematical economics, and advanced monetary policy. May be repeated for credit.

ECON 410. Political Economy and Commerce Honors I 1 sem hr

Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of junior year. Prerequisite: Permission by the instructor.

ECON 411. Political Economy and Commerce Honors II 1 sem hr

Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. To be taken in the fall semester of senior year.

ECON 412. Political Economy and Commerce Honors III 1 sem hr

Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of senior year.

ECON 420. Independent Study. May be repeated for credit. 1–3 sem hrs

Requirements for the Business Administration Major:

ACCT	203	Accounting Foundations I
BUSI	105	Introduction to Commerce
BUSI	211	Quantitative Methods I
BUSI	212	Quantitative Methods II
BUSI	218	Business Writing
BUSI	305	Administration and Organization
BUSI	306	Business Finance
BUSI	307	Principles of Marketing
ECON	200	Principles of Economics
MATH	106	Elementary Statistics

One of the following two courses:

BUSI	405	Strategy and Structure
BUSI	406	Applied Business Strategy

One of the following two courses:

ECON	300	Intermediate Price Theory
ECON	301	Intermediate Macro-economics

Also required are four additional 300+ level courses from the offerings in business administration, accounting, and economics. Students are encouraged, but not required, to enroll in advanced writing or communication courses. Students planning to gain an MBA are encouraged to enroll in Calculus. A student must earn at least a C- grade in all prerequisites before taking a required course.

Requirements for the Business Administration Minor:

ACCT	203	Foundations of Accounting I
BUSI	105	Introduction to Commerce
ECON	200	Principles of Economics

Two of the following three courses:

BUSI	305	Administration and Organization
BUSI	306	Business Finance
BUSI	307	Principles of Marketing

Plus one additional 300 level business course.

Honors Program in Business:

By invitation and application, students prior to the spring semester of their junior year are selected for an honors program of participation, research, and presentation on contemporary management and economic policy issues. This program involves a sequence of one-semester hour courses offered each of the student's last three semesters at Monmouth College.

Business Course Descriptions:

BUSI 105G. Introduction to Commerce	3 sem hrs
Modern commercial institutions and business methods are examined. Analysis includes both domestic and global economic, social and political considerations. U.S. economic history is also examined. May include case study of a specific industry over time.	

BUSI 211. Quantitative Methods I 2 sem hrs

An introduction to decision analysis using spreadsheets and data management techniques, data analysis, and hypothesis testing of multivariate data through inferential statistics. Prerequisite: MATH 106.

BUSI 212. Quantitative Methods II 2 sem hrs

An introduction to design analysis using probabilistic and classical operations research techniques and through survey design and testing. Prerequisite: MATH 106.

BUSI 218. Business Writing 2 sem hrs

Fundamentals of business writing and application to professional business writing tasks. Assignments replicate typical business cases and situations, including a report compiling, interpreting and documenting research. Prerequisite: BUSI 105 and ECON 200.

BUSI 250. Special Topics. May be repeated. 1–3 sem hrs**BUSI 290. International Business Practicum** 2 sem hrs

A practical experience which combines the study of international business and cultural differences that impact commerce. The course will include both on-campus instruction and site visitations of business, governmental, other commercial institutions and cultural sites outside the United States. Prerequisites: BUSI 105, sophomore standing, and permission of the instructor(s).

BUSI 305. Administration and Organization 3 sem hrs

An examination of the modern enterprise from the perspective of its internal operations and the theory and practice of management. Prerequisites: BUSI 105, ACCT 203, and ECON 200 or permission of the instructor.

BUSI 306. Business Finance 3 sem hrs

An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, the acquisition of funds, and stock and bond valuation. Prerequisite: ACCT 203 and ECON 200.

BUSI 307. Principles of Marketing 3 sem hrs

A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: BUSI 105 and ECON 200.

BUSI 315. Negotiations 3 sem hrs

The theory and practice of negotiations as they are practiced in a variety of settings. Relevant to a broad spectrum of negotiation problems encountered in business, professional and personal matters. Opportunity to develop bargaining skills experientially to understand negotiation in an analytical framework. Emphasis on simulations, role playing and cases. Prerequisite: Junior or senior standing.

BUSI 322. Legal Environment of Business 3 sem hrs

An introduction to the history, structure, and procedure of the American legal system and the legal environment of business.

BUSI 335. Human Resources 3 sem hrs

A survey course in human resource management. Focus on strategic link between employment systems and organizational goals and core competencies. Utilizes action oriented models to develop and implement performance management practices in job design, hiring performance evaluation, compensation, retention, and termination. Managerial skill building in employee

relations in emphasized in areas of feedback and conflict management. Exposure to a variety of HRM techniques with an emphasis on practical implementation. Prerequisite: BUSI 305 or permission of the instructor.

BUSI 345. Globalization and International Management 3 sem hrs

Overview of current international business practices and customs in context of the major political and economic systems of the world. Prerequisite: ECON 200.

BUSI 350. Special Topics in Business Administration. 3 sem hrs

May be repeated for credit.

BUSI 356. Investments and Portfolio Analysis 3 sem hrs

An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Prerequisite: BUSI 306.

BUSI 357. Marketing Management 3 sem hrs

A study of the role marketing managers play in meeting management's objectives. Integrated promotional programs are examined along with the most widely utilized marketing tools. Prerequisites: BUSI 307, BUSI 367.

BUSI 367. Advertising 3 sem hrs

Examines alternative communication techniques between organizations and external consistencies. Students explore how and why organizations plan, manage and monitor their marketing communications. Topics include: advertising planning, media alternatives, the creative process, and brand promotion. Marketing concepts are applied to understand contemporary, successful integrated marketing communications. Student teams compete via a simulated advertising competition. Prerequisite: BUSI 307.

BUSI 375. Leadership and Politics in Organizations 3 sem hrs

A study of the relationship among leadership, politics, and authority in the creation, organization, and administration of the enterprise. Prerequisites: Junior standing.

BUSI 382. Commercial Law 3 sem hrs

Study of business law tailored for the CPA. Includes the common law of contracts, an introduction to the Uniform Commercial Code, agency law and negotiable instruments law.

BUSI 383. Information Systems 3 sem hrs

(Cross-listed as ACCT 383) Study of the fundamentals of accounting system design including an analysis of accounting applications within functional areas of a firm, hardware and software applications, and the control of computerized accounting systems. Prerequisites: ACCT 204 and BUSI 212.

ECON 390. Independent Readings 1–3 sem hrs

Economic readings selected on an individual basis supervised by a mentoring faculty member. Prerequisite: Permission of the instructor.

BUSI 395. Business in Context 3 sem hrs

The study of contemporary issues, industries or firms related to a common theme. The theme, issue, industry, or firm will vary from semester to semester depending upon the knowledge, expertise and interest of the instructor. Emphasis on applying economic, marketing, financial, management, accounting, and legal analysis to the operation of the issues under examination. Possible industries include: professional sports, beverages, movies, music, communication, computer technology, health care, higher education, and automobiles. Prerequisites: Junior standing, ECON 200, BUSI 105 or the permission of the instructor.

- BUSI 400. Internship** 3 sem hrs
An off-campus experience working in a professional managerial environment under the supervision of a mentor. Prerequisites: BUSI 305 and BUSI 306 or 307; and by permission of the instructor.
- BUSI 404. Seminars in Business** 3 sem hrs
Includes such topics as operations/production management, marketing channels and futures markets, and human relations. Prerequisites: BUSI 305 or permission of the instructor.
- BUSI 405. Strategy and Structure** 3 sem hrs
A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing; BUSI 305, 306, 307, and ECON 300 or 301; or permission of the instructor.
- BUSI 406. Entrepreneurial Business Strategy** 3 sem hrs
A hands-on capstone experience designed to apply and integrate accounting, management, marketing, and finance using simulations or business plan formation.
- BUSI 409. International Business Strategy** 3 sem hrs
A study of the modern business enterprise in a global context. Focuses on the formulation and implementation of business strategy with a particular emphasis on the relationship between the strategy and the international environment within which the business operates. Emphasis on a synthesis of management, economics, accounting, marketing, and finance in the global context of the multi-national firm. Prerequisites: BUSI 305, 306, 307 and senior standing, or permission of the instructor.
- BUSI 410. Political Economy and Commerce Honors I.** 1 sem hr
Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of junior year. Prerequisite: Permission of the instructor.
- BUSI 411. Political Economy and Commerce Honors II** 1 sem hr
Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. To be taken in the fall semester of senior year. Prerequisite: Permission of the instructor.
- BUSI 412. Political Economy and Commerce Honors III** 1 sem hr
Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. To be taken in the spring semester of senior year. Prerequisite: Permission of the instructor.
- BUSI 420. Independent Study.** May be repeated for credit. 1–3 sem hrs

POLITICAL SCIENCE

Farhat Haq
Professor, Chair

Matthew Gritter
Assistant Professor

Eric Hanson
Lecturer

David Hultgren
Lecturer

Robin Johnson
Lecturer

Caroline Porter
Lecturer

Ira Smolensky
Professor

Overview of the Program:

The objectives of the Department of Political Science are to:

- foster well-informed, critical thinking about politics and public policy (as well as things related to politics such as human nature, society, economics, etc.),
- promote life-long interest in politics,
- teach essential facts about political institutions and behavior,
- foster practical experience in politics and government,
- produce students with superior writing and speaking ability, and
- adequately prepare those students who wish to go on to graduate or law school.

Required Courses for the Political Science Major (34 semester hours):

POLS	103	American Politics
POLS	200	Introduction to Comparative Politics
POLS	270	Introduction to International Relations
POLS	411	Political Philosophy from Plato to the Present
POLS	415	Senior Seminar

At least one course from the following:

POLS	295	The Politics of Criminal Justice
POLS	333	U.S. Foreign Policy
POLS	375	Environmental Politics
POLS	397	States and Markets

Required Courses for the Political Science Minor (15 semester hours):

Two courses must be taken out of the following four fields: American Politics, Comparative Politics, International Relations, and Political Theory. At least 12 of the 15 semester hours must be taken at Monmouth College campuses and two of these courses must be at or above 300 level.

Teacher Certification:

Students seeking teacher certification in this area should refer to pages 52-59.

Course Descriptions:

POLS 100. Visions of Justice **3 sem hrs**
Examines different philosophical, literary, and technological visions of a just society from Plato's *Republic* to the present. Includes discussion of freedom, equality, revolution, and "the good life."

POLS 103G. American Politics **3 sem hrs**
A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy.

POLS 120. Film and Politics**3 sem hrs**

Film and visual images can help us understand contemporary politics. The film industry is often influenced by larger political forces and it has been used by governments to propagate particular ideologies. Films, documentaries and television programs often shape the public's perception of politics. The course will examine both the politics of movie making and politics in the movies. Each time the course is taught it will focus on themes such as the American presidency, elections and campaigns, law and order, war and terrorism, race, class and gender, civil rights and social justice.

POLS 200G. Introduction to Comparative Politics**3 sem hrs**

Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry.

POLS 202. Modern Japan**3 sem hrs**

(Cross-listed as HIST 202) A study of the social, economic, and political development of modern Japan, emphasizing Japanese responses to problems posed by contacts with the West.

POLS 244. Religion and Politics**3 sem hrs**

(Cross-listed as RELG 244) The "secularization" thesis prevailed among the social scientists during the 1950s and 1960s. This thesis assumed that under the influence of industrialization, urbanization, and modernization, religion will become less important in the public and the private spheres. The emergence of highly politicized religious movements have posed a severe challenge to the secularization thesis. In this course, we will explore the relationship between religion and politics by examining contemporary movements such as the Christian Right in the U.S. Hindu fundamentalism in India and political Islam in the Middle East and South Asia.

POLS 245. The Politics of Developing Nations**3 sem hrs**

A study of selected developing nations and the problems posed by rapid political and economic development. Topics include: leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology.

POLS 250. Special Topics**2–4 sem hrs****POLS 270G. Introduction to International Relations****3 sem hrs**

A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war.

POLS 295. The Politics of Criminal Justice**3 sem hrs**

This course explores the central concepts, institutions, policies, and controversies of criminal justice in the United States. Included are components on police work, courts, corrections, and the formulation of criminal justice policy. Students will be encouraged to develop a "nuts and bolts" familiarity with day-to-day practices of criminal justice in the U.S., a philosophical understanding of criminal justice as an ideal, and the critical skills needed to make a meaningful comparison between the ideal and current practices.

POLS 310. Issues Seminar**3 sem hrs**

Provides an up-to-date look at emerging local, state, national, and international issues as well as emerging scholarly perspectives in political science. Joins attentiveness to the latest "news" with current analytical tools of the profession. Includes organization of at least one debate open to the campus. This course could be repeated for credit.

POLS 311. Parties and Elections**3 sem hrs**

A study of American parties and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years.

POLS 320. The United States Congress**3 sem hrs**

This course will broadly examine the legislative branch of the United States government. Topics will include: congressional elections, the legislative process, committees, inter-branch negotiations, and spatial theories of voting. The roles of Congress in our political system are twofold: to represent the interests and concerns of the citizenry; and to make law and policy for the nation—to “govern.” In addition to describing how Congress goes about these roles, we want to analyze them. How does representation affect governance? How has Congress developed over time? What is its relationship to other branches of government, especially to the presidency? How does the organization of Congress shape the behavior of its members? The answers to these questions, and more, will be discovered in this course.

POLS 321. The American Presidency**3 sem hrs**

This course takes a detailed look at various aspects of the American presidency. It examines, among other things, the history of the presidency, the extent of presidential powers relative to presidential responsibilities, the relation of the president to congress, the performance of presidents relative to public expectations, and the future of the presidency. It also focuses on the living history of the presidency through close attention to current events.

POLS 333. U.S. Foreign Policy**3 sem hrs**

Introduces students to the history of American foreign policy as well as key issues, concepts, and debates in the field. Includes examination of the policy-making process and key figures who have made their mark on U.S. foreign policy. Pays special attention to the transition from the Cold War era to that of the “new world order.”

POLS 350. Judicial Process**3 sem hrs**

This class is the study of the state and federal court systems and the impact which those systems have on American politics.

POLS 351. Constitutional Law: Institutional Powers and Restraints**3 sem hrs**

This class will develop an understanding of the case law related to the powers of the judiciary, legislature, and president. There is also an extensive look at the relationship between these branches and between the national government and the states.

POLS 352. Civil Liberties**3 sem hrs**

Introduction to the philosophical bases and historical development of constitutional civil liberties. Substantial emphasis is placed on the Supreme Court's interpretation of the Bill of Rights. Investigation of cases dealing with the First Amendment and the right to privacy is especially prevalent.

POLS 366. International Organizations**3 sem hrs**

This course examines the role of international organizations in world politics. It begins with a historical perspective, looking at the evolution of international organizations from the end of the nineteenth century to the present. It then looks at various theoretical approaches to international organizations. The course closes with case studies of the United Nations and the International Monetary Fund.

POLS 375. Environmental Politics**3 sem hrs**

An analysis of environmental politics and policy on the national and international levels. Features an emphasis on case studies.

POLS 395. Constitutional Issues 3 sem hrs

A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever-changing sociopolitical context.

POLS 397. States and Markets 3 sem hrs

Through an integration of perspectives and most recent research from the four main areas of political science—comparative politics, international relations, American politics and political philosophy—this course will examine the shifting relationship between political authority and the economy. Open to juniors and seniors.

POLS 409. The Supreme Court 3 sem hrs

This course is intended to provide insight into the workings of the United States Supreme Court. We will cover subjects that include, but are not limited to: how justices are chosen to sit upon the court; the reasons why the Supreme Court makes the decisions it does; and the impact of the Supreme Court on the political and legal landscape in the United States.

POLS 411. Political Philosophy from Plato to the Present 3 sem hrs

(Cross-listed as PHIL 411) A historical survey and philosophical analysis of political philosophy from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill.

POLS 414. American Political Thought 3 sem hrs

Examines ideas, themes, and debates at the center of American political discourse as it has evolved since colonial times. Students will be asked to apply the course material to contemporary politics and society.

POLS 415. Senior Seminar 4 sem hrs

Concentrated study of an issue in political science. Students deal in depth with substantive and methodological problems associated with the subject area. Open to juniors and seniors.

POLS 420. Independent Study or Internship 1–4 sem hrs

Includes selected readings, research, written reports, conferences, and/or work with government officials as arranged with the instructor. Prerequisite: Junior standing.

PSYCHOLOGY

Joan M. Wertz
Associate Professor, Chair

Kristin K. Larson
Associate Professor

Rebecca Miller-McGrath
Instructor

Marsha M. Dopheide
Assistant Professor

Corrinne C.M. Lim-Kessler
Assistant Professor

Overview of the Program:

Students majoring in Psychology will learn to understand the biological, developmental, and social determinants of human and animal behavior. Psychology majors succeed in a variety of occupations including counseling, marketing and sales, management, human resources, community outreach, and social work. Our program will provide you the tools necessary to succeed in your future career by providing intellectual and practical engagement through internships, participation in conferences, travel, and research opportunities. The Psychology major requires a total of 35 semester hours. Courses are divided into three categories: Core Courses, Required Courses, and Electives.

Core Courses for the Psychology Major (12 semester hours):

Choose four courses from the following; two at the 300 level:

PSYC 231	Child Development
PSYC 233	Social Psychology
PSYC 235	Theories of Counseling
PSYC 237	Industrial/Organizational Psychology
PSYC 239	Health Psychology
PSYC 241	Adult Development
PSYC 243	Mind, Brain, and Behavior
PSYC 302	Advanced Experimental Psychology
PSYC 303	Drugs and Behavior
PSYC 315	Learning and Motivation
PSYC 318	Biopsychology
PSYC 320	Cognition
PSYC 325	Advanced Counseling Seminar
PSYC 327	Sensation and Perception
PSYC 335	Abnormal Psychology
PSYC 340	Personality

Required Courses for the Psychology Major (17 semester hours):

PSYC 101G	Introduction to Psychology
PSYC 201	Research Methods I: Design and Analysis
PSYC 202	Research Methods II: Synthesis and Communication
PSYC 415	Readings in Psychology
PSYC 420	Research Seminar

Electives (6 semester hours—one course must be at the 300 level):

Choose from the following, or any core course after the core course requirement is completed:

PSYC 250	Special Topics
PSYC 251	Research Practicum
PSYC 282G	Cultural Psychology
PSYC 290	Cross-Cultural Psychology Practicum
PSYC 345	Animal Behavior
PSYC 350	Special Topics in Psychology
PSYC 351	Independent Study
PSYC 352	Internship in Psychology

Required Courses for the Psychology Minor (19 semester hours):

PSYC	101G	Introduction to Psychology
PSYC	202	Research Methods II: Synthesis and Communication

Four core courses or electives; two must be at the 300 level.

Course Descriptions:**PSYC 101G. Introduction to Psychology** 4 sem hrs

An examination of the scientific study of psychology. Lectures emphasize current concepts in the biological roots of behavior, learning and memory, perception, social behavior, psychopathology, and applied psychology. Laboratories stress the application of quantitative interpretations of data and the scientific method to the study of human behavior. Offered every semester.

PSYC 201. Research Methods I: Design and Analysis 4 sem hrs

An introduction to the scientific method as applied in the social and behavioral sciences. Topics include: descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: PSYC 101. Offered in the fall semester.

PSYC 202. Research Methods II: Synthesis and Communication 4 sem hrs

An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed on the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisite: PSYC 101 and sophomore standing. Offered in the spring semester.

PSYC 231. Child Development 3 sem hrs

An exploration of the ways in which physical growth, intellectual activity, and social behavior change with age from prenatal development through adolescence. Perspectives include: stage theories and biological, social, and cultural determinants. Prerequisite: PSYC 101. Offered in alternate years.

PSYC 233. Social Psychology 3 sem hrs

A study of how other people influence the perceptions and behaviors of the individual. These influences are studied through all aspects of the human experience, including attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: PSYC 101. Offered in alternate years or more often.

PSYC 235. Theories of Counseling 3 sem hrs

A survey of major theories and practices in counseling and psychotherapy. Topics include: cognitive, affective and behavioral models, directive and nondirective approaches, the ethics of intervention, evaluation of research in counseling and psychotherapy, and an introduction to counseling skills. Prerequisite PSYC 101. Offered in alternate years.

PSYC 237. Industrial/Organizational Psychology 3 sem hrs

(Cross listed as BUSI 237) An overview of the psychology of work and human organization. Topics include: learning, motivation, attitudes, group dynamics, and leadership as they apply to work in organizations. Offered in alternate years.

PSYC 239. Health Psychology 3 sem hrs

An exploration of the psychological influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include: the links between stress

and immune system function and disease, psychological factors that mediate reactions to stress, and behaviors that endanger health. Prerequisite: PSYC 101. Offered in alternate years or more often.

PSYC 241. Adult Development 3 sem hrs

An exploration of the ways in which the body, physical health, lifestyles, social and sexual behavior and intellectual activity change through adulthood. Perspectives include: stage theories and biological, social, and cultural determinants. Prerequisite: PSYC 101. Offered in alternate years.

PSYC 243. Mind, Brain, and Behavior 3 sem hrs

A first exposure to the relationship between the brain and behavior. Topics include: neuronal communication, perception, cognition, learning and memory, and the biological basis of consciousness. This course serves as a prerequisite to PSYC 303, PSYC 318, PSYC 320, and PSYC 327. Prerequisite: PSYC 101. Offered in the fall semester.

PSYC 250. Special Topics 1–3 sem hrs

A study of a subject of special interest. Topics previously offered include: humanistic psychology, drugs and behavior, the psychology of language, and the application of psychology to community issues. Prerequisite: PSYC 101 and permission of the instructor. May be repeated for credit.

PSYC 251. Research Practicum 1–3 sem hrs

Faculty supervised participation in a research project. The student will work on a research project under the direction of a faculty member. Prerequisite: Permission of the instructor. May be repeated for credit.

PSYC 282G. Cultural Psychology 3 sem hrs

This course will expose students to issues of gender, race, and enculturation as they relate to psychology. Topics include: culture's influence on research, health, development, social behavior, communication, emotion, and abnormality. The focus of these topics will include global and regional cultures. Offered each year.

PSYC 290. Cross-Cultural Psychology Practicum 2 sem hrs

A practical experience which combines the study of Psychology and inquiry into cultural differences that impact human behavior and experience. The course will include on-campus meetings prior to departure and site visitations to educational institutions, businesses, governmental offices, and other commercial institutions or cultural sites in that target country.

PSYC 302. Advanced Experimental Psychology 4 sem hrs

Students will investigate a major subject area in psychology. Students will engage in an in-depth experience in the methodology of studying psychology. Course topics will alternate with topics such as: social psychology, cognitive psychology, and learning and motivation. Includes laboratory. Prerequisites: PSYC 201 and 202. May be repeated for credit with permission of the instructor. Offered occasionally.

PSYC 303. Drugs and Behavior 3 sem hrs

An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include: legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 243. Offered in alternate years.

PSYC 315. Learning and Motivation 3 sem hrs

An exploration of the underlying principles guiding learning and motivation. The course evaluates both the biological and social factors affecting why we act. Topics include: classical and

instrumental conditioning, extinction, biological and social motives, and the relation between performance and motivation. Prerequisite: PSYC 101. Offered in alternate years.

PSYC 318. Biopsychology 3 sem hrs

This course emphasizes understanding the function of the brain and its relation to behavior. Topics include: the biochemistry of neural conduction and synaptic transmission, neuropsychology, brain disorders, the biochemistry of learning and memory, and mechanisms of action of psychoactive drugs. Prerequisites: PSYC 243 or BIOL 150 and permission of the instructor. Offered in the spring semester.

PSYC 320. Cognition 3 sem hrs

Prerequisite: PSYC 243. This course explores learning, memory, problem solving, judgment and decision making, concept formation and language. Offered in alternate years.

PSYC 325. Advanced Counseling Seminar 3 sem hrs

A seminar focusing on the analysis and application of the major theories and practices in counseling and psychotherapy. Topics include: empirical support for approaches, listening skills practice and ethics. Prerequisites: PSYC 202 and 235 and permission of the instructor. Offered in alternate years.

PSYC 327. Sensation and Perception 3 sem hrs

An examination of how sensory information is received and translated into meaningful interpretations of the world we live in. A major emphasis on visual perception will make it possible to discuss diverse theories of perception and the methodologies that support them. Both human and animal research investigations will be considered. Prerequisite: PSYC 243 or permission of the instructor. Offered in alternate years.

PSYC 335. Abnormal Psychology 3 sem hrs

A study of the origins, symptoms, and classification of mental illness, including the study of anxiety disorders, mood disorders, and schizophrenia. Includes comparisons among the various biological and psychological approaches to therapy, and critical analysis of the influence of politics and culture in diagnosis. Prerequisites: PSYC 101, 202, and junior standing. Offered in the fall semester.

PSYC 340. Personality 3 sem hrs

A theory-oriented exploration of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include: the role of the family, cross-cultural variables, and the immediate social-environment in shaping personality. Prerequisite: PSYC 101. Offered in alternate years.

PSYC 345. Animal Behavior 3 sem hrs

(Cross-listed as BIOL 345) A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: PSYC 101 or BIOL 101 or 150. Offered in alternate years.

PSYC 350. Special Topics in Psychology 1–4 sem hrs

A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisite: PSYC 202 or permission of the instructor. May be repeated for credit.

PSYC 351. Independent Study**1–3 sem hrs**

Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisite: Junior standing or permission of the instructor. May be repeated for credit.

PSYC 352. Internship in Psychology**1–3 sem hrs**

An experience designed to allow students in Psychology to apply the concepts and ideas developed during study in the major to a particular workplace or setting. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

PSYC 415. Readings in Psychology**2 sem hrs**

An investigation of selected readings in advanced psychology topics from a variety of psychology approaches. Course topics will alternate. Some examples are: history and systems, psychology and health, perception, phenomenology, and cross-cultural psychology. Prerequisites: PSYC 201, 202, and junior standing. Offered every semester.

PSYC 420. Research Seminar**3 sem hrs**

The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: PSYC 201, 202, senior standing, and permission of the instructor. Offered every semester.

PUBLIC RELATIONS

William J. Wallace

Professor, Program Coordinator

Overview of the Program:

The Public Relations major is an interdisciplinary program designed to prepare students for a wide range of jobs and careers. Students interested in a public relations career should also consider work in marketing, advertising, and human relations. Students should also take advantage of extracurricular and co-curricular activities that offer the chance to put theory into practice.

Career Opportunities:

Public relations practitioners are skilled creators and managers. Duties will range from the everyday to the unusual, and typically combine an ability to juggle numerous tasks with an attention to detail. Public relations officers deal with a variety of internal and external publics, and often become the keeper of an organization's image. Work in a public relations agency is normally very competitive, but opportunities exist in organizations of all size. Specific jobs include:

- Copy Writer
- Press Aide
- Media Buyer
- Web Designer
- Events Planner
- Speech Writer
- Editorial Assistant
- Multimedia Producer
- Publications Director
- Spokesperson

Required Courses for the Public Relations Major:

The following are all 3-semester-hour courses, except as noted:

BUSI 307	Principles of Marketing
BUSI 367	Advertising
COMM 261	Mass Media and Modern Society
COMM 339	Persuasion
COMM 363	Media and Public Relations Writing
COMM 365	Media Production (<i>4 semester hours</i>)
ECON 200	Principles of Economics (<i>4 semester hours</i>)
MATH 106	Elementary Statistics
PUBR 341	Public Relations
PUBR 491	Public Relations Cases
PUBR 493	Internship

One of the following two courses:

BUSI 315	Negotiations
BUSI 335	Human Resources

Electives:

Students are encouraged to meet with the program coordinator to discuss areas of interest. Often students can major in a second area, or can develop specific areas of expertise. Courses in psychology and sociology are generally useful, as is a familiarity with the various forms of communication technology (e.g., video, Internet, multimedia, print).

Students interested in writing/public presentation should consider the following courses:

COMM 233	Advanced Public Speaking
COMM 235	Small Group Communication
COMM 333	Organizational Communication
ENGL 210	Creative Writing
ENGL 301	Advanced Composition
ENGL 310	Advanced Creative Writing

Students interested in print/digital imaging should consider the following courses:

ARTD	211	Design
ARTD	236	Photography
ARTD	345	Graphic Design I
ARTD	445	Graphic Design II
THEA	376	Theatre Performance

Students interested in gaining additional knowledge in business should consider the following courses:

BUSI	105	The Evolution of Commerce
BUSI	305	Administration and Organization

Course Descriptions:

PUBR 341. Public Relations

3 sem hrs

An examination of contemporary theory and practice. Students will study the history and development of public relations and will create a variety of applications (press releases, public presentations, features, etc.). Students will analyze case studies and will carry out a public relations campaign. Prerequisite: COMM 101.

PUBR 491. Public Relations Cases

3 sem hrs

This course is designed as the culminating experience for Public Relations majors. It will involve detailed examination of public relations campaigns (and case studies). Students will understand the public relations problem-solving process and will be able to apply it to current communication campaigns. Prerequisite: Senior Public Relations major or approval of instructor.

PUBR 493. Internship

3–9 sem hrs

An experience designed to allow the student to use in-the-field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval. May be repeated for credit.

SOCIOLOGY AND ANTHROPOLOGY

Steven L. Buban
Professor, Chair

Judi Kessler
Associate Professor

Petra Kuppinger
Associate Professor

Requirements for the Sociology and Anthropology Major:

A major in Sociology/Anthropology requires 33 semester hours in the department, including one course at the 100 level; SOAN 301; SOAN 302 (prerequisite MATH 106, minimum grade of C-); SOAN 410; SOAN 420; and six additional courses, at least five of which must be above the 100 level. Of these six courses, a minimum of two must be taken in both Sociology (SOCI) and Anthropology (ANTH).

The departmental requirements allow for considerable flexibility to meet the individual student's needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, an internship (SOAN310) with an appropriate agency should be considered. Also, SOAN 420 (Research Seminar) can be specifically tailored to serve an individual student's academic and career interests. Additionally, an off-campus study program such as the ACM (Associated Colleges of the Midwest) Urban Studies Program is recommended for all majors.

Requirements for the Sociology and Anthropology Minor:

A minor in Sociology and Anthropology requires six courses in the department: One at the 100 level; SOAN 301; SOAN 302; and three additional courses, at least two of which must be above the 100 level. Of these three courses, a minimum of one must be taken in both Sociology (SOCI) and Anthropology (ANTH).

Requirements for the Sociology Minor:

A minor in Sociology requires six courses in the department: Either SOCI 101 or SOCI 102; SOAN 301; SOAN 302; and three additional courses in Sociology (SOCI), at least two of which must be above the 100 level. This minor is not available to Sociology and Anthropology majors.

Requirements for the Anthropology Minor:

A minor in Anthropology requires six courses in the department: ANTH 103; SOAN 301; SOAN 302; and three additional courses in Anthropology (ANTH), at least two of which must be above the 100 level. This minor is not available to Sociology and Anthropology majors.

Prerequisites:

All courses at level 200 and above require for enrollment one of the following: SOCI 101, SOCI 102, ANTH 103 or permission of the instructor.

Course Descriptions:

- | | |
|--|-------------------------|
| <p>SOCI 101G. Introduction to Sociology</p> <p>A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts.</p> | <p>3 sem hrs</p> |
| <p>SOCI 102G. Social Problems</p> <p>An introductory survey of selected contemporary social problems using some of the major concepts of sociology.</p> | <p>3 sem hrs</p> |
| <p>ANTH 103G. Introduction to Anthropology</p> <p>A broad introduction to the anthropological study of human diversity. It will familiarize students with each of the four sub-fields of anthropology by focusing on human culture, human biology, human language, and archaeology.</p> | <p>3 sem hrs</p> |

SOCI 247. Race and Ethnicity 3 sem hrs

A study of racial and ethnic identity and how their interaction with gender, class, and other identities creates oppressions and social structures of inequality, both historically and currently.

SOCI/ANTH 250. Special Studies in Sociology/Anthropology 3 sem hrs

An examination of selected problems and issues from a sociological or anthropological perspective. May be repeated for credit.

SOCI 251. Criminology 3 sem hrs

An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime.

ANTH 260. Cultures of the Middle East 3 sem hrs

Provides background information about historical developments in the regions, reviews the role of Islam, and examines contemporary everyday/popular cultures.

SOAN 301. Theories of Culture and Society 3 sem hrs

An overview of contemporary and classical theories of society and culture. The review of theoretical orientations of the past will help to set up a theoretical framework for analyzing contemporary social and cultural dynamics and events. Reading both theoretical texts and case studies, students will be introduced to the abstract realm of theorizing and the concrete application of diverse theories.

SOAN 302. Methods of Social Research 4 sem hrs

An overview of the methods sociologists and anthropologists use to empirically study social phenomena. Both qualitative and quantitative approaches are considered. Includes a two-hour laboratory session to accommodate hands-on research. Prerequisites: MATH 106 or permission of the instructor.

SOAN 310. Internship in Sociology/Anthropology 1–3 sem hrs

An experience designed to allow students in Sociology/Anthropology to apply the concepts and ideas developed during study in the disciplines to a particular workplace or setting. Prerequisites: At least junior standing, and prior approval of the department. May be repeated for credit with departmental approval.

SOCI/ANTH 320. Independent Study 1–3 sem hrs

Independent study in an area of sociology or anthropology directed by a member of the department. May be repeated for credit.

SOCI 327. Sociology of Medicine 3 sem hrs

An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care delivery system.

SOCI 343. Development and Global Inequality 3 sem hrs

A study of the historical and current conditions in the post-colonial developing world. Topics include major theories of economic development, wealthy and poor regions of the world, the gendered nature of development, and the social consequences, including environmental alteration, of development policies.

SOCI 344. Sociology of Work 3 sem hrs

An overview of the nature and structure of work and the workplace: how work was accomplished in the past, the social organization of work today, and changes anticipated in the workplace of the twenty-first century. Thematic emphases include: class, gender, race and ethnicity, technology, and the global economy.

SOCI 345. Social Inequality 3 sem hrs

An examination of social stratification, which concerns the unequal distribution of wealth, income, status, and power. Considers how life chances of individuals vary by social class, gender, race and ethnicity. Explores the relationship between globalization, global disparities in wealth, and inequality within the United States.

SOCI 353. Social Interaction 3 sem hrs

An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and non-laboratory settings.

SOCI 355. Social Movements 3 sem hrs

An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. Substantive focus typically includes the U.S. civil rights movement and the feminist movement.

ANTH 362. Gender in Cross-Cultural Perspective 3 sem hrs

An exploration of themes and questions of gender as defined and experienced in different cultural contexts. Central to the course is the analysis of the cultural construction of gender.

ANTH 364. Cities in Global Perspective 3 sem hrs

A new analytical experience of spaces that might seem familiar, illustrating how cities, streets and other urban spaces are made and remade within larger national and global political, economic, and cultural contexts.

ANTH 366. Representing Cultures: Colonial and Post-Colonial Contexts 3 sem hrs

An investigation of how colonialism dramatically altered the cultural trajectory of colonized societies through the examination of representations of everyday life and popular culture as found in travel reports, ethnographies, novels, and films.

SOAN 410. Senior Research Preparation 1 sem hr

Preparation for the senior research project in Sociology/Anthropology. Includes broad and targeted reading in relevant scholarship and generation of a focused topic for senior research, under the guidance of the project supervisor.

SOAN 420. Research Seminar 3 sem hrs

A seminar in which each participant conducts a research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is the culminating experience of the major program in Sociology/Anthropology. Prerequisite: SOAN 410.

THEATRE

William J. Wallace
Professor, Chair

Douglas B. Rankin
Professor
Director of Theatre

Janeve West
Assistant Professor

Overview of the Theatre Major:

If indeed “all the world’s a stage,” the Theatre major offers many ways to successfully “make an entrance.” The major includes the skills necessary to produce excellent theatre (acting, directing, design, management) along with experiences relevant to life long learning (creativity, working in a collaborative environment, achieving self-expression, increasing self-confidence). Theatre is both a profession and an art and, whether it is graduate study or using theatre in other endeavors (including teaching, public relations, media, law), Theatre majors will offer creative solutions to life’s challenges.

Required Courses for the Theatre Major (40 semester hours):

THEA 274	Theatre History (<i>must be taken twice, for a total of 6 semester hours</i>)
THEA 278	Theatre Repertory Company
THEA 376	Theatre Performance (<i>must be taken twice, for a total of 6 semester hours</i>)
THEA 377	Principles of Directing

One of the following two courses:

THEA 277	Children’s Theatre
THEA 279	Creative Dramatics

Two of the following three courses:

THEA 370	Voice, Movement and Modern Styles
THEA 371	Period Styles in Acting—Greek to Restoration
THEA 372	Auditioning, Improvisation and Career Management

One of the following two courses:

THEA 490	Independent Study
THEA 497	Internship

Nine semester hours of additional course work from outside THEA to be approved by the Director of Theatre.

A passing evaluation on the THEA Senior Portfolio.

Teacher Certification:

Students seeking teacher certification in drama should confer as early as possible with Prof. William Wallace of the Theatre department and Prof. Craig Vivian, chair of the Educational Studies department, to ensure that their program will meet state standards. Other requirements for certification are described on pages 52–59. (Note: Secondary certification in a “primary teaching field” requires a minimum of 32 semester hours.) A second teaching field in a related area of study is recommended.

Required Courses for the Theatre Minor (16 semester hours):

THEA 274	Theatre History
THEA 278	Theatre Repertory Company
THEA 376	Theatre Performance
THEA 377	Principles of Directing

One of the following three courses:

THEA 370	Voice, Movement and Modern Styles
THEA 371	Period Styles in Acting—Greek to Restoration
THEA 372	Auditioning, Improvisation and Career Management

Course Descriptions:

THEA 117G. Acting: Workshop 1 sem hr

Staff-supervised participation in acting. Prerequisite: Permission of the instructor. May be repeated for credit.

THEA 118G. Technical Theatre: Workshop 1 sem hr

Staff-supervised participation in technical theatre. Prerequisite: Permission of the instructor. May be repeated for credit.

THEA 171G. Introduction to Theatre and Cinema Appreciation 3 sem hrs

A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of play scripts, film scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Offered each semester.

THEA 173G. Introduction to Technical Theatre 3 sem hrs

A study of the basic elements of technical theatre, including stagecraft, lighting, sound and costumes, as well as experience running an actual production. Includes laboratory. Offered each semester.

THEA 175G. Beginning Acting 3 sem hrs

An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. Offered each year.

THEA 217. Acting and Directing: Advanced Workshop 2 sem hrs

Continuation of THEA 117 with advanced work and/or a position of responsibility in theatre arts. Primarily for junior and senior majors. Prerequisite: THEA 117 and permission of the instructor. May be repeated for credit.

THEA 218. Technical Theatre: Advanced Workshop 2 sem hrs

Continuation of THEA 118 with advanced work and/or a position of responsibility in technical theatre. Primarily for junior and senior majors. Prerequisites: THEA 118 and permission of the instructor. May be repeated for credit.

THEA 274G. Theatre History 3 sem hrs

A survey of theatre emphasizing the evolution of dramatic literature, production elements, theatre architecture, and audience composition. Each year's offering will concentrate on a particular movement, genre, or form. May be repeated for credit with different topics.

THEA 277. Children's Theatre in Performance 3 sem hrs

A study of the history, development, structures, and techniques of children's theatre as a performance art. The course will cover readings of the history of the theatrical style, current companies and practices, practical exercises in analysis and structure, as well as a study of the children's theatre performance style. The course will culminate in the performance of scenes or short plays.

THEA 278. Theatre Rep Company 4 sem hrs

Under supervision of Theatre faculty, students involved in this course take on the full preparation of a play (acting, design, promotion, etc.). Students will make production decisions and assume leadership roles in the preparation of the show. Open to sophomore, junior and senior Theatre majors and minors, or by permission of the instructor. May be repeated once for credit.

THEA 279. Creative Dramatics 3 sem hrs

A study of the development of creative dramatics as a performance, educational, social, and political tool. The course covers readings on play and drama as a therapeutic and developmental

tool, practical exercises in the use of theatre and drama as a teaching tool, and direct application of creative dramatics in an educational setting. Students will have hands on opportunities to apply their studies to an actual classroom setting.

THEA 297. Special Topics: Theatre 3 sem hrs

THEA 370. Voice, Movement and Modern Styles 3 sem hrs

A study of performance techniques and modern movement-based acting styles. Includes readings on performance theory, laboratory exercise, improvisation, scene study, character development, personal reflection, and the attendance of productions. Techniques will be applied to modern acting styles, and the course will lead to the creation and performance of scenes and mono-logues. Prerequisite: THEA 175 or permission of the instructor. Offered once every third year.

THEA 371. Period Styles in Acting—Greek to Restoration 3 sem hrs

A study of Western acting techniques ranging from Greek to Restoration. Includes readings on performance history and theory, laboratory exercise, improvisation, scene study, character development, personal reflection, and the attendance of productions. The course will lead to the creation and performance of scenes and monologues. Prerequisite: THEA 175 or permission of the instructor. Offered once every third year.

THEA 372. Auditioning, Improvisation and Career Management 3 sem hrs

A hybrid course that offers a study in audition techniques, improvisational acting skills, and techniques to developing and managing a career in professional theatre. Includes readings, laboratory exercise, improvisation, scene study, cold-reading techniques, creation of audition monologues, character development, personal reflection, and the attendance of productions. Prerequisite: THEA 175 or permission of the instructor. Offered once every third year.

THEA 376. Theatre Performance 3 sem hrs

A study of the basic elements of design and technology. Combines readings in design theory with practice in drafting, plotting, and rendering. Each offering will concentrate on a particular design style (lighting, costume, scenery, etc.). Prerequisite: THEA 173 or permission of the instructor. May be repeated for credit with different topics.

THEA 377. Principles of Stage Directing 3 sem hrs

A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory and production organization are combined with practical exercises in analysis, pictorial composition, and movement, and lead to the actual production of a short play. Prerequisites: Junior standing, some theatre experience and THEA 171, 173 or 376, and 175. Offered each year.

THEA 397. Seminar: Theatre 3 sem hrs

A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Permission of the instructor. May be repeated for credit.

THEA 490. Independent Study 1–6 sem hrs

A faculty directed program of individual study consisting of reading, research, or creative performance. Prerequisite: prior approval of the department. May be repeated for credit.

THEA 497. Internship in Theatre Arts 3–9 sem hrs

An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit.

WOMEN'S STUDIES

Trudi Peterson
Program Coordinator
Associate Professor,
Communication

Marlo Belschner
Associate Professor, English

Heather Brady
Associate Professor,
Modern Foreign Languages

Steve Buban
Professor, Sociology

Stacy A. Cordery
Professor, History

Nicholas Dobson
Assistant Professor,
Classics

Robert Hale
Professor, English

Farhat Haq
Professor,
Political Science

Susan Holm
Professor,
Modern Foreign Languages

Judi Kessler
Associate Professor,
Sociology

Petra Kuppinger
Associate Professor,
Anthropology

Anne Mamary
Associate Professor,
Philosophy

Shigeko Mato
Associate Professor,
Modern Foreign Languages

Cheryl Meeker
Professor, Art

C. Hannah Schell
Associate Professor,
Religious Studies

Thomas J. Sienkewicz
Professor, Classics

Overview of the Program:

Students within the Women's Studies minor will carefully consider feminist theories and perspectives and examine gender inequalities and issues. The Women's Studies minor will sharpen students' critical awareness of how gender operates in institutional, social, and cultural contexts and in their own lives. The multidisciplinary approach emphasizes the breadth of disciplines in which feminist criticism is taken seriously.

Required Core Courses for the Women's Studies Minor (9 semester hours):

WOST 201	Introduction to Women's Studies
WOST/PHIL 225	Philosophy and Feminism
WOST 401	Women, Justice, and Equality

Electives (9 semester hours):

Women's Studies is a vibrant interdisciplinary minor with a wide array of elective offerings that vary annually. Students will choose electives that complement their interests and goals in conjunction with the Women's Studies coordinator.

Approved Courses (partial listing):

ANTR 250	Children in Cross-Cultural Perspectives
ARTD 306	Women, Art, and Feminism
COMM 231	Interpersonal Communication
CLAS 210	Ancient Literature*
CLAS 230	Women in Myth
CLAS 240	Ancient Society*
ENGL 348	English Novel*
ENGL 350	Various courses*
FREN 250	Women's Literature
HIST 105	Film and History*
HIST 330	Biography and U.S.*
HIST 370	Women in U.S. History

**when topic is appropriate and approved*

PHIL	225	Philosophy and Feminism
PHIL	250	Bodies, Nature, and Power
RELG	220	Women and Religion
RELG	250	Women and the Bible
SOCI	343	Sociology of Development
SOCI	347	Gender, Race, and Ethnicity
SPAN	326	Women's Literature

**when topic is appropriate and approved*

Course Descriptions:

WOST 201G. Introduction to Women's Studies **3 sem hrs**

An introduction to Western feminist thought and the study of women's roles and status in society. This course also evaluates present knowledge about women, questions stereotypes, and reinforces the value and content of women's everyday lives.

WOST 225. Philosophy and Feminism **3 sem hrs**

(Cross-listed as PHIL 225) An introduction to some of the questions that shape feminist philosophy today. What connections are there between feminist philosophy and feminist writing in other disciplines and feminist movements inside and outside the academy? The class assumes the importance of diverse women's voices. Reading theoretical, literary, and experimental texts which challenge the distinction between theory and literature, the class will focus on how an awareness of the intersections of race, class, sexuality, gender, ability, and ethnicity is vital for disciplinary and interdisciplinary study in feminist philosophy.

WOST 320. Independent Study **1–3 sem hrs**

Independent study in an area of women's studies directed by a member of the faculty.

Prerequisites: WOST 201 and approval of the instructor and the Women's Studies coordinator.

WOST 401. Women, Justice and Equality **3 sem hrs**

The capstone seminar in which participants will read and discuss historical texts that have had a profound effect on the feminist struggle for equality and justice. In addition, participants will engage in individual research, chosen in consultation with the instructor, in which the research topics will provide the basis for additional readings in common. Prerequisite: WOST 201 and two additional WOST courses.



HONORS PROGRAM

Craig Watson, *Coordinator*
Professor, English

Overview of the Program:

The Honors Program at Monmouth College is intended for a select group of well-qualified students and incorporates a variety of special courses germane to liberal education. The program is designed to reinforce and extend the perspectives of the General Education curriculum, as a one-credit introduction to intellectual enrichment and campus service/leadership opportunities. Each of the courses is distinctive and may not be cross-listed for credit in other departments. The first course in the program, HONR 110, extends the conversation begun in Introduction to Liberal Arts, with special attention to critical thinking, the history of ideas, and the perspectives provided by various branches of intellectual inquiry. In the middle section of the program, students pursue in-depth examinations of the thought and work of figures and of events, movements, and ideas instrumental in shaping our world. Senior Honors students enroll in an independent study course whose outcome is a substantial interdisciplinary project or paper accomplished under the guidance of mentors from more than one academic field. They are also asked to account their service and leadership to the campus community, and to make application for a competitive national scholarship pertinent to their academic and service achievements.

Application and Admission:

A small number of exceptionally qualified students are invited to apply at the time of admission to the college. They submit an application essay, provide a writing sample (high school essay) and interview on campus with the program coordinator.

Most Honors students are selected for the program in the fall semester of their first year at Monmouth. Instructors of first- and second-year students in Introduction to Liberal Arts and foundation courses of General Education are invited to nominate candidates for the program. With or without nomination, however, any *first-year student* interested in the program—or any *sophomore or sophomore transfer student*—may solicit a confidential letter of recommendation from a faculty member familiar with his or her academic performance. Typically, nominating letters and solicited letters of recommendation will address the student's preparation in terms of intellectual capacity, written and oral abilities, and class participation. The letter may further provide a faculty member's estimate of the applicant's independence, initiative, and creativity. Applicants may request more than one letter of recommendation.

Applicants are asked, also, to submit a formal essay of about 400 to 500 words, in which they review their expectations of the program and their motivations for applying. Along with the essay, applicants should also submit a recent sample of their writing (e.g., an Introduction to Liberal Arts paper). At the time of review, the Honors Committee may also review applicants' high school records and ACT scores. All application material should be submitted to the coordinator of the Honors Program.

Requirements:

To be recognized as an Honors graduate of Monmouth College, a student must have at least 17 semester hours, including Honors I (110) and II (410), attain at least a B– grade in

each course, and graduate with a 3.5 GPA. A participant in an officially sanctioned ACM-GLCA off-campus study program may be released from one HONR 210 course. Possible release from the senior year Honors course because of off-campus program attendance will be negotiated on a case-by-case basis with the Honors Committee.

Substitution for General Education Required Courses:

Honors students who complete the program may substitute specifically designated HONR 210 courses for the following General Education requirements:

1. A lab science course in the rubric “Physical Universe and its Life Forms”
2. A “Human Societies” course other than Global Perspectives
3. An “appreciation” course under the rubric “Beauty and Meaning in Works of Art”

For any student enrolled in the Honors Program but who subsequently fails to complete it, the registrar will evaluate the student transcript upon student notification of discontinuance from Honors, and apprise the student of remaining General Education requirements for graduation.

A grade of B– or better is required in each Honors course. If a student falls below that grade in a particular Honors course and leaves the program subsequently, that course will substitute for a designated General Education requirement. Should a student complete all requirements in Honors but fail to graduate with “Honors” because of a college-wide GPA below 3.5, “designated” Honors courses taken by the student will substitute for the pertinent General Education courses.

Course Descriptions:

Courses are reserved initially for Honors students. If space is available, others may enroll with permission of the instructor.

HONR 100. Pathways **1 sem hr**

This course provides an introduction to the Honors Program and to a portfolio of curricular and extra-curricular opportunities available to those enrolled in the program. An important part of Honors 100 will be to describe special opportunities Honors students may take in two potentially related areas: 1) research, travel, and study; and 2) service learning (public scholarship) and leadership. In this second area, the course will map pathways students may follow: through service learning experiences to limited expertise in a particular area of public scholarship, and finally, ideally, to senior leadership and mentoring roles on and off-campus. The goal here is student enrichment, whose achievement will be estimated by the student's senior Honors portfolio (submitted as part of the requirements of Honors 420) and further measured by the student's bona fide candidacy for a variety of post-baccalaureate scholarships. One or two sections offered annually, often in the spring semester as a co-requisite with Honors 110.

HONR 110. Honors I: Wonder, Ideas, Trials **3 sem hrs**

A critical examination of texts and issues related to the acquisition of knowledge, the various means by which we know, and historical-cultural factors influencing what we know. The course is organized from a comparative and interdisciplinary perspective. Offered in the spring semester.

HONR 210. Selected Topics **3 sem hrs each**

A critical examination of a seminal figure, event, movement, or idea recognized as significant in shaping our collective history. Prerequisite: Sophomore standing. Three of the following current courses are required:

Global Climate Change

The Earth System includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere, and lithosphere. Additionally, these interactions occur across

a spectrum of time scales, from days to millennia. As humans continue to alter the Earth, we will need an understanding of how the Earth's physical, chemical, and biological systems interact. What were the driving factors responsible for past climate change, and what role will they play in our future? How do we predict the effects of human actions on the Earth System? In this course, we will take an interdisciplinary view of the changes to the Earth to understand past, present and future climate changes and their environmental consequences.

The Births and Deaths of Tragedy

The course first examines literary definitions and representative types of tragic drama, tracing the genre from Greek plays and Aristotle's *Poetics* through Senecan, Elizabethan, and neoclassical French, then modern European and American works. Readings and discussion next focus attention upon philosophical theories of tragedy, particularly of the nineteenth century—theories which find in literary works ways of describing "tragedy in the world." Consideration is subsequently given to Freud's tragic consciousness and literary indebtedness to Greek tragedy; and to reports of intellectual and literary historians in the twentieth century which pronounce the "death of tragedy."

Corn

The agricultural revolution that marked the transition of some humans from hunter-gatherer to agricultural lifestyles is one of the most profound in the history of our species. This course will explore relationships between humans and plants by using corn as a model system. Topics will include: the history of grasses; New World corn-based cultures; prairie ecology; conventional and organic farming; genetic engineering; bioethics; and ecological economics. Labs will include field trips to local museums, farms, and facilities involved in corn and meat production.

Evil

This course engages the theme of evil and our responses to evil. Course material will include: an introduction to what philosophers of religion call "the problem of evil" (how can we simultaneously believe in an all-powerful, benevolent deity, given the existence of evil in the world?); how different religious traditions have addressed the problem of suffering; the Western tradition of belief in an Anti-Christ as the source of evil; and contemporary discussions that encourage broadening our understanding of what counts as evil so as to include experiences of physical pain, helplessness, poverty, and torture. The course includes literature as well as scholarship from the fields of religious studies, history, philosophy, politics, and education.

Globalization

One of the most significant trends of the second half of the twentieth century has been a dramatic increase in circulation of people, commodities, and cultural products in the world. This phenomenon, generally referred to as "globalization," has posed a serious challenge to social scientists. This is so because the new social and political formations wrought by globalization break down familiar expectations that human societies can be understood in terms of specific geographic and cultural regions. In this context of complex flows and unexpected linkages of people, capital, resources, and political relationships, how are we to define meaningful analytical and interpretive boundaries? This course will examine globalization by first introducing students to the major issues discussed by recent scholarship on globalization. For the second half of the course, we will focus on a particular region—South Asia—in order to challenge the premise that globalization is a twentieth-century phenomenon. Globalization in South Asia began not with the introduction of McDonald's and global capital investment, nor with the

nineteenth-century dominance of the British raj. It began with the earlier encounters between India and the Arab and European world. The impact of this globalization process will be examined closely. In doing so, we will come to a general understanding of the impact of globalization on regions, peoples, and cultures.

The Human Dialogue

A course organized around the theme of dialogue as a principle for interpreting the human condition. The human sciences most commonly focus on either the individual self (e.g., psychology) or the social structures within which people live (e.g., sociology). By contrast, a dialogical approach centers attention on the interaction between individuals as a generative force which can account for outcomes of both self and social structure. Topics covered while examining the dialogical principle will include: dialogue as a pragmatic of communication and conversation, dialogue as a philosophical concept, dialogue as a basis for ethics, and dialogue as the progenitor of the self. Students will read and discuss critical texts, reflect on dialogical experience in journals, analyze communicative interactions, and pursue an individual project.

New York: Portrait of a City

The course is an exploration of New York City from multiple angles. From an inquiry into the archaeology of the city, her Native American and colonial roots; to her emergence as a North American trading, and later industrial metropolis; a port of entry for millions of immigrants; to her current position as an undisputed global financial, cultural and political center, this course will probe into the complex history and social and cultural dynamics of this unique city.

Nobel Laureates: Modern Literature

The course is an overview of modern world literature by way of the recipients of the Nobel Prize in Literature. Works will be selected from the following authors: Albert Camus, Yasunari Kawabata, Samuel Beckett, Isaac Bashevis Singer, Gabriel Garcia Marquez, Wole Soyinka, Heinrich Böll, Thomas Mann, Naguib Mahfouz, Luigi Priandello, Ivo Andrić, Patrick White, Czeslaw Milosz, and Nadine Gordimer. The primary focus of the course is a critical appreciation of these writings as works of art. Secondly, the breadth of the literature will invite comparative analysis both in literary and cultural terms.

Reading Through The Millennia

An examination of texts from three millennial transitions (1 B.C., 1000 A.D., and 2000 A.D.). With an emphasis on general cultural and historical characteristics as well as prophetic/predictive aspects of each period.

Signifying Voices: The Caribbean

An in-depth study of the Anglophone, Francophone, and Hispanophone Caribbean, including the Greater Antilles (Cuba, Haiti, The Dominican Republic, Puerto Rico, Jamaica), and the Lesser Antilles (Guadeloupe, Martinique, Trinidad) and touching on Mexico and the countries of Central and South America where their histories and cultures pertain to the Caribbean. The emphasis is on understanding the peoples of the region through their own eyes, and largely through their literary traditions, but also including other artistic traditions, notably music and dance. Course participants will also study the history and the politically and economically strategic significance of the region.

Successful Aging

Our society tends to have a widespread negative attitude toward the elderly that is primarily based on negative myths and stereotypes perpetuated by the media. This

course will assess biological, psychological, societal, and cultural influences on adult health and aging as well as evaluate current efforts to maximize both our physical and psychological health as we age. Furthermore, students in this course will assess the current devaluation of the elderly and evaluate those views with the help of older adults we meet during the semester.

Strange Worlds: The Quantum World, The Early Universe, and The World of Complexity

The ideas of modern physics have profoundly changed our view of the universe and our role in it. The application of those ideas has had and will continue to have tremendous technological, social, and ethical consequences. This course will focus on the conceptual understanding of quantum theory, cosmology, theories of chaos, and on the philosophical and practical consequences of those ideas. Particular attention will be paid to the historical development of these ideas and to the experimental data that support them. The consequences of a world view that includes quantum physics, modern cosmology, and new understandings of complexity will be discussed and analyzed in detail. This discussion may include topics dealing with ethical dilemmas and questions that arise because of both the world view and the practical and technological results of those ideas.

The Ideal

This course will explore views on what it means to be an optimal organism, a superior species, a perfect plant, an ideal individual. Together, we will examine the machinery of life and answer the question, "What makes us more than the sum of our parts?" The majority of the course will be dedicated to studying humans and our quest to become "the ideal." Advances in science and medicine have created new paths to attain the "ideal" and satisfy our deepest human desires: perfect health, superior performance, younger bodies, happy souls, better children, and more. How we, with modern science and medicine, are engaged in fulfilling human desires will be discussed in class, studied at off-campus sites, and experienced through hands-on activities. Technical, moral, ethical, social, and legal challenges that accompany the quest for "the ideal" will be studied and debated throughout the course.

HONR 410. Honors II: Capstone

3 sem hrs

The capstone course is an independent study whose outcome is a substantial, interdisciplinary paper or project undertaken with the guidance of the Honors coordinator and at least two faculty mentors in different academic fields. Prerequisite: Junior or senior standing. Offered in the fall and spring semesters.

HONR 420. Honors Portfolio: Service and Leadership

1 sem hr

A final requirement of the program involves submission of an Honors portfolio that provides a record of a) intellectual growth and achievement over three years, and b) a summary of meaningful service to the college and/or larger community, especially as demonstrated in senior leadership roles. Offered in the fall and spring semesters.



OFF-CAMPUS PROGRAMS

Thomas Sienkewicz, *Coordinator*
Professor, Classics

Monmouth College considers off-campus study, including both international and domestic experiences, to be an opportunity for students to enhance their liberal arts education. Such study may serve as a significant complement to the major or to the General Education curriculum and to the mission of the college. Monmouth College makes available to its students programs which are intellectually challenging, aesthetically inspiring, and diverse in setting. The off-campus experience enables students to explore different perspectives on the human condition in a global community.

The college takes seriously its obligation to provide quality programs, which are only approved after careful review by the faculty. Many of the programs endorsed by Monmouth College are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). Other programs like Washington Semester at American University and at the Ecole Normale Supérieure de Gestion et Commerce (ESGCI) in Paris are also available. While some programs require proficiency in a foreign language, most do not. Students may use their Monmouth College financial aid only for approved programs. Students interested in participating in non-approved programs or in any summer study program must consult the registrar for transferability of semester hours. While most of these programs cost about the same as study on campus, except for travel expenses and incidentals, some may be slightly more expensive.

Applications for these programs are competitive and students must make application to the Curriculum Committee. Applications to study off-campus are due at the beginning of the preceding spring semester (unless ACM or exchange institution procedures change). The exact due dates are announced every year by the coordinator of off-campus study. Students are encouraged to consult with campus representatives for specific programs early in the application process. Further details are available from the college coordinator of off-campus programs (Prof. Thomas Sienkewicz, toms@monm.edu).

ACM Chicago Arts Program: Internships, Seminars, Workshops:

The Chicago Arts Program is a 15-week semester of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on independent study projects and in two courses: the core seminar, *Negotiating Chicago's Artworld*, and an elective studio-based special topics workshop. Possible internship placements include, but are not limited to: museums and galleries, artists' studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities.

Length of program:	Late August to mid-December or late January to mid-May
Enrollment:	30 students in the fall semester; 20 students in the spring semester
Eligibility:	Juniors and seniors in good academic standing
Course credit:	16 semester hours or the equivalent
Campus representative:	Janeve West (jwest@monm.edu)
For more information:	http://www.acm.edu/chicago/arts-index.html

ACM Chicago Program: Business, Entrepreneurship, and Society:

The Business, Entrepreneurship, and Society program is part of the ACM Chicago Program offerings. Students will participate in three or four courses within the program. The first course

is the Chicago core course (emphasizing immersion in the city) with students from the other ACM Chicago programs. The second course is a seminar in Business, Entrepreneurship, and Society which features Chicago entrepreneurs, business leaders, governmental authorities, and readings that ask for academic reflection. The third course is a substantive internship with an established Chicago business, a non-profit organization, or start-up company. Students who have a four-semester-hour internship will elect to participate in an independent study project or another seminar course. Students will be asked to consider the organizational, psychological, and sociological aspects of business in Chicago. The program benefits all students who wish to explore the intersections between liberal arts education and the economic, social, and strategic forces involved in the dynamic process of change and innovation central to the world of entrepreneurship and business.

Length of program: September 1 to mid-December or February 1 to mid-May
 Enrollment: 20 students
 Eligibility: Juniors and seniors in good academic standing
 Course credit: 16 semester hours or the equivalent
 Campus representative: Frank Gersich (fgersich@monm.edu)
 For more information: <http://www.acm.edu/chicago/business-index.html>

ACM Chicago Program: Urban Studies:

Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power, and continues to illustrate the best and worst of American society. The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a core course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include: legal, criminal justice, community and social justice organizations, historical and cultural institutions, educational, public relations, media, political and philanthropic institutes, along with a host of other possible placements. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America.

Length of program: Early September to mid-December or Late January to mid-May
 Enrollment: 40 to 50 students (fall semester); 25 to 35 students (spring semester)
 Eligibility: Juniors and seniors in good academic standing
 Course credit: 16 semester hours or the equivalent
 Campus representative: Steve Buban (steve@monm.edu)
 For more information: <http://www.acm.edu/chicago/urbanstudies-index.html>

ACM Culture and Society in Africa (Botswana):

Located at the University of Botswana in Gaborone, this interdisciplinary program gives students the opportunity to experience the breadth of Botswana society and to study its culture, language, politics, and socioeconomic structures. Courses include: a program director's course, taught by a visiting faculty member from an ACM college in their own area of academic expertise, a Setswana language course, taught by professors from the African Languages department, an elective at the University of Botswana chosen from a menu of options (taught by University of Botswana faculty), and an independent study project. The program will be enriched by several field trips. Students will live in international graduate student housing.

Length of program: Early January to mid-May
 Enrollment: 20 to 25 students

Eligibility: Juniors and seniors in good academic standing
 Campus representative: Mary Bruce (mary@monm.edu)
 For more information: <http://www.acm.edu/africa/>

ACM Florence:

The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance languages and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture.

Length of program: Late August to December
 Enrollment: 25 to 30 students
 Eligibility: Juniors and seniors
 Course credit: 16 semester hours or the equivalent
 Campus representative: Brian Baugh (bbaugh@monm.edu)
 For more information: <http://www.acm.edu/florence>

ACM India Studies:

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host families in Pune, a city that is both traditional and highly industrialized. This offers students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses, and complete independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged.

Length of program: Mid-July to mid-December
 Enrollment: 20 students
 Eligibility: Juniors or seniors in good academic standing
 Course credit: 18 semester hours (equivalent to one extended semester on the home campus)
 Campus representative: Vasant Gadre (vgadre@monm.edu)
 For more information: <http://www.acm.edu/india/index.htm>

ACM Japan Study:

Students study at Waseda University's School of International Liberal Studies in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. The full academic-year program includes a month-long cultural practicum or internship in another region of Japan, usually in February or March. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA.

Length of program: Early September to late June (academic year)
 Early September to late December (fall semester)
 Early September to early February (fall semester)
 Early September to mid-March (fall semester with cultural practicum)

Eligibility:	Juniors and seniors with a minimum GPA of 3.0. No Japanese language study required for acceptance, but at least one semester or term of Japanese must be completed before departure.
Course credit:	Equal to an equivalent period on the home campus
Campus representative:	Don Capener (dcapener@monm.edu)
For more information:	jpn.remotedb.earlham.edu/study_abroad_japan/index.html

ACM London and Florence: Arts in Context:

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature, and theatre as well as Italian language. Visits to museums, galleries, and theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (three semester hours). In addition, a pilot program running from January through March based in Florence is available for a small number of students, particularly those from colleges with term calendars.

Length of program:	Late January to May
Enrollment:	50 students (25 begin in London, 25 in Florence)
Eligibility:	Juniors and seniors in good academic standing
Course credit:	16 semester hours or the equivalent
Campus representative:	Brian Baugh (bbaugh@monm.edu)
For more information:	http://acm.edu/lon&flo

ACM Newberry Seminar in the Humanities:

Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. The fall seminar runs for a full semester; the spring seminars are month-long. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry Seminar is for students looking for an academic challenge, and a chance to do independent work, and for those possibly considering graduate school. The seminar is administered by ACM and recognized by the Great Lakes Colleges Association, Inc.

Length of program:	Late August to early December (semester-long fall seminar) January to May (month-long spring seminars)
Enrollment:	15 to 25 students (semester-long fall seminar) 8 to 15 students (month-long spring seminars)
Eligibility:	Exceptionally qualified juniors and seniors for the fall seminar Instructor's discretion for the spring seminars
Course credit:	16 semester hours or the equivalent for the fall seminar Equivalent of one course for each short-term seminar
Campus representative:	Mark Willhardt (mwill@monm.edu)
For more information:	http://www.acm.edu/newberry

ACM Oak Ridge Science Semester:

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range

investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA.

Length of program: August to December
 Enrollment: 20 students
 Eligibility: Juniors and seniors in biology, chemistry, physics, geology, mathematics, or social sciences
 Course credit: 16 semester hours or the equivalent
 Campus representative: Chris Fasano (cfasano@monm.edu)
 For more information: <http://www.acm.edu/oakridge>

ACM Studies in Latin American Culture and Society: Costa Rica:

Studies in Latin American Culture and Society is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics, and culture enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community.

Length of program: Late August to December
 Enrollment: 25 to 30 students
 Eligibility: Juniors and seniors, with at least two years of college-level Spanish or the equivalent
 Course credit: 16 semester hours or the equivalent
 Campus representative: Amy Caldwell (adefarias@monm.edu)
 For more information: <http://www.acm.edu/slacs/index.htm>

ACM Tanzania: Studies in Human Evolution and Ecology:

The Tanzania program offers undergraduates a unique opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the university, they take courses in intensive Swahili, human evolution and the ecology of the Maasai Ecosystem while developing a field project. For the next six weeks, students live in field camps and pursue individual field projects in the Tarangire/Ngorongoro area before returning to the University for final work on their projects. The program is both physically and academically demanding.

Length of program: Late July to mid-December
 Enrollment: 20 students
 Eligibility: Juniors and seniors in good academic standing
 Course credit: 16 semester hours or the equivalent
 Campus representative: Ken Cramer (kenc@monm.edu)
 For more information: <http://www.acm.edu/tanzania>

ACM Costa Rica: Tropical Field Research:

The Tropical Field Research Program is designed for advanced work in all disciplines. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, literature, fine arts, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor.

- Length of program: Late January to May
 Enrollment: 25 to 27 students
 Eligibility: Juniors and seniors with prior course work in the discipline in which they propose to do research, plus at least one year of college Spanish (two years are strongly recommended)
 Course credit: 16 semester hours or the equivalent
 Campus representative: Amy Caldwell (adefarias@monm.edu)
 For more information: <http://www.acm.edu/tfr/>

American College of Thessaloniki:

American College of Thessaloniki (ACT) is a private, nonprofit institution fully accredited by the New England Association of Schools and Colleges. ACT offers a wide range of courses in business, computer science, mathematics, English, fine arts, modern Greek, history, international relations, philosophy, social sciences, psychology, science, and physical education. All courses are taught in English, except for instruction in modern Greek. While no prior knowledge of modern Greek is required to apply, Monmouth College students are expected to study modern Greek at ACT. ACT will assist Monmouth College students in finding off-campus lodging.

- Length of program: Fall or spring semester
 Eligibility: Juniors and seniors in good academic standing
 Course credit: ca. 16 semester hours
 Campus representative: Simon Cordery (simon@monm.edu)
 For more information: <http://www.act.edu>

American University in Paris:

The American University in Paris (AUP) is a small, private liberal arts college which offers an American-based program with a strong international perspective in the heart of Paris, France. Approximately 800 students from 85 countries attend AUP. Course offerings include: art history, international business administration, English and comparative literature, communications, computer science, drama, economics, French, gender studies, German, Italian, mathematics, music, philosophy, political science, science, and Spanish. While English is the language of instruction at AUP, French is the language of the daily environment of both students and faculty. Students with a strong proficiency in French can take part in AUP's exchange program with the Sorbonne. The school also has the means to aid students in locating reasonable housing arrangements, which include a home-stay with a French family, an independent room, or a studio apartment.

- Length of program: Semester-long
 Eligibility: Sophomores, juniors and seniors with proficiency in French
 Course credit: 16 semester hours
 Campus representative: Heather Brady (hbrady@monm.edu)
 For more information: <http://www.aup.fr>

Augsburg College in Mexico and Central America:

Monmouth College participates in an arrangement with Augsburg College's nationally recognized Center for Global Education to provide study abroad experiences in Mexico and Central America. The program in Mexico is based in Cuernavaca, "The City of Eternal Spring," and the different semester options provide planned, guided, academic travel to other parts of Mexico, and/or to Guatemala, El Salvador, or Nicaragua. Programs offered are for both the fall and the spring semesters. Each program is theme-driven, and the themes may vary from year to year, but programs are interdisciplinary and provide a thoughtful and highly effective way to combine knowledge and further study of a language with academic work and in-depth experiences in other disciplines, such as business administration, communications, cultural studies, ecology, economics, education, history, literature, philosophy, political science, religious studies, sociology, and women's studies. All programs include an orientation program, home stays, and opportunities for travel and for internships. These well-planned and thoughtfully organized experiences offer Monmouth students the opportunity to live the goals of a liberal arts education. The programs are open to application from any junior or senior who has studied at least one semester of college-level Spanish (SPAN 101) and is in good academic standing.

Length of program: Fall and spring semesters

Eligibility: Juniors and seniors in good academic standing with at least one semester of college-level Spanish

Campus representative: Thomas J. Sienkewicz (toms@monm.edu)

For more information: <http://www.augsburg.edu/global/latinamerica.html>

Beloit College Estonia/Morocco Program:

This fall semester program, offered only in even numbered years, is sponsored by Beloit College and provides students specialized study in cross-cultural psychology in two very diverse countries. The students first travel to Tartu, Estonia, where they take Estonian Language and Culture, Contemporary Estonian Society, plus Cross-Cultural Psychology and Advanced Research Seminar in Psychology. Participants stay in Estonia for eight weeks and live with host families. For the next eight weeks, the students move to Fez, Morocco, where they continue with their psychology courses as well as take Arabic Language and Culture and Moroccan Literature and Arts. Participants live with Moroccan host families. All courses are taught in English, with the exception of language classes. Applicants must have completed a beginning course in psychology and preference is given to students who have completed a course in statistics and a course in research methods. Preference is also given to applicants with some proficiency in Arabic, Estonian, French, or Russian. Students who have no prior language training are strongly encouraged to complete at least one course in a target language before departure.

Length of program: Fall semester, even years only

Eligibility: Sophomores, juniors and seniors in good academic standing and PSYC 101 or its equivalent

Campus representative: Petra Kuppingier (petra@monm.edu)

For more information: <http://www.beloit.edu/~oie/studyabroad/Estonia/>

Beloit College Senegal Program:

The West African country of Senegal offers students insight into both modern and traditional Africa. The lively, cosmopolitan capital, Dakar, with its bustling markets, complex music, Islamic traditions and dynamic political life, has often been called the Paris of West Africa. Beloit College's semester-long Senegal Program offers students the opportunity to immerse themselves in a French-speaking African country by living with a Senegalese family and

undertaking specialized study in Francophone culture and African art and culture. In the fall semester, students take language and culture courses with Senegalese instructors at the Baobab Center, a private school located in Dakar. In the spring, participants may also choose from a variety of more advanced courses in art, literature, religion, history, or politics at the Université Cheikh Anta Diop. Because all courses are taught in French, applicants must have completed the equivalent of four semesters of French language, in addition to one course with substantial content in African Studies, before departure. Courses with substantial African Studies content currently offered at Monmouth College include: FREN 252, and 424 and HIST 304G. The program is especially recommended for students with minors or majors in French.

Length of program:	September 10 to December 21 or January 3 to May 15
Enrollment:	10 students
Eligibility:	Junior or senior standing plus four semesters of French language study or equivalent plus one African Studies course
Course credit:	16 semester hours or equivalent
Campus representative:	Heather Brady (hbrady@monm.edu)
For more information:	http://www.beloit.edu/~oie/studyabroad/Senegal/

Central College in Granada:

Monmouth College participates in an arrangement with Central College in a program of study at the University of Granada (founded 1531), in Granada, Spain. Granada is both an ancient and a very modern university city that retains evidence of Phoenician, Greek, Roman, and especially Arab civilizations. This latter culture left Granada's most famous site, a magnificent hill-top palace, the Alhambra. Classes are held at the University's Center for Modern Languages, where students from all over the world (including Spanish students majoring in foreign languages) study language, literature, and translation. The program offers Monmouth College students several different opportunities to study Spanish language and literature, as well as the possibility of studying business and economics, art, geography, history, music, and sociology, among other disciplines. Monmouth students can choose either a fall quarter or spring semester option. Students are placed at the appropriate level of language study by a test administered by the University of Granada and by an evaluation by the on-site director of Central's Granada program. Students are then offered class options appropriate to their language ability from one of five different levels of Spanish, and at the superior level may study in a variety of disciplines at the university. All courses are taught in Spanish by Spanish professors at the University of Granada. The on-site director is a native of Spain and has taught in the United States. The program has been operated since 1968. It offers a strong orientation, home stays, participation in community service programs, cultural activities in Granada (flamenco dancing programs, dance lessons, excursions to the opera and to museums) and educational excursions to other areas of Spain. The different programs are open to any sophomore, junior or senior in good academic standing at Monmouth. Although students who have never studied Spanish are eligible, Monmouth recommends it especially for students who have passed SPAN 101 and/or 102 or the equivalent.

Length of program:	Fall quarter or spring semester options only
Eligibility:	Juniors and seniors in good academic standing
Campus representative:	Thomas J. Sienkewicz (toms@monm.edu)
For more information:	http://www.central.edu/abroad/granada/

Ecole Normale Supérieure de Gestion et Commerce:

Ecole Normale Supérieure de Gestion et Commerce in Paris, France, one of the largest and well-known groups of business schools in France, is located in the heart of Paris in a charming

residential neighborhood and offers a wide number of international business courses taught in both French and English at both the undergraduate and graduate level. All English-based courses are taught by native English speakers who have earned both academic and professional qualifications that allow them to guide students toward a theoretically sound yet applicable course of study. Academic standards are high and the social aspect is rich at ESGCI. All students are expected to participate in the Student Associations. Numerous sports, organizations, and clubs are available for the students' enjoyment and leadership experience. Students from over seventeen countries are represented in this program. Housing can be arranged in school-owned apartments. The school also has the means to aid students in locating reasonable housing arrangements.

Length of program: Fall quarter or spring semester options only

Eligibility: Juniors and seniors in good academic standing

Course credit: 16 semester hours

Campus representative: Kenneth McMillan (mcmillan@monm.edu)

For more information: <http://www.business-school-pgsm.com/business-school-group.html>

International Student Exchange Program:

Monmouth College is an institutional member of the International Student Exchange Program (ISEP), the world's largest network for international education, consisting of 230 member institutions in the United States and more than thirty countries. Since 1979, ISEP has made it possible for nearly 20,000 students to study in another country. Through ISEP, students in all Monmouth College majors can study for a semester in English-language countries like Australia, New Zealand, and the United Kingdom. With appropriate language skills they can also study at universities in France and Switzerland (French), Austria, Germany, and Switzerland (German), and Argentina, Chile, Costa Rica, and Mexico (Spanish). Students studying in non-English language countries like Bulgaria, Japan, and Finland are required by Monmouth College to study the local language.

Length of program: Fall or spring semester

Eligibility: Juniors and seniors in good academic standing

Campus representative: Heather Brady (hbrady@monm.edu)

For more information: <http://www.isep.org/>

Irish-American Scholars Program:

The Irish-American Scholars Program is sponsored by The United Methodist Church, the Presbyterian Church (USA), and the Catholic Church in cooperation with the Business Education Initiative in Northern Ireland, the government of Northern Ireland, and Queens University, the University of Ulster, and the Belfast Institute of Further and Higher Education. One goal of the program is "to replace division with unity in a common goal of international business success." Graduates of the program are better qualified to contribute in an international market place and to explore new Northern Ireland/United States partnerships and commercial opportunities.

Length of program: Late August to December or late January to mid-May

Eligibility: Juniors and seniors with a GPA of 3.2

Campus representative: Thomas J. Sienkewicz (tom@monm.edu)

For more information: <http://www.apcu.net/irishamericanscholars.htm>

UHI Millennium Institute:

UNI Millennium Institute is a consortium of colleges in the Highlands and on the islands of Scotland. This consortium provides access to university-level education through a distinctive partnership of colleges and research institutions. Each partner has its own character; some are

relatively large colleges in the urban centers of the region such as Perth, Elgin, and Inverness. Others are smaller institutions, including some whose primary focus is on research, including the Scottish Association for Marine Science (SAMS) at Oban. All, however, have a student-centered culture and an individual approach to student learning. UHI offers a choice of campus locations in urban, rural, and island communities; distinctive courses and subject areas reflecting the characteristics of the region and with relevance worldwide; extensive use of information technology, including on-line materials and video conferencing; small class sizes with a focus on the needs of the individual learner; welcoming communities, rich in culture and located in an area of outstanding natural beauty; and high-quality academic courses in a variety of fields in a region known world-wide for its great natural and unspoiled environment – the Highlands and Islands of Scotland.

Length of Program: fall or spring semester

Eligibility: Sophomores, juniors or seniors in good academic standing

Campus representative: William Wallace (billw@monm.edu)

For more information: <http://www.uhi.ac.uk/home>

Umea University:

Umea University is a large, modern university located in northern Sweden. A revolving list of courses are taught in English, and students should check the Umea Web site for course availability. Umea hosts many international students, and maintains an international focus in its courses as well. While students can find courses to support every Monmouth College major, Umea University is known particularly for its international business program, molecular biology, behavioral science, economics and environmental studies, computer science, and sports administration, including sports medicine. Students will live in on-campus dormitories in a single room with a shared kitchen. Umea University has several programs to assist international students; for example Umea offers a free intensive Swedish class, an International Housing Office, a health clinic on campus, and a mentoring program to smooth the transition to study in Sweden. Those students interested in the international business courses should be juniors or seniors at Monmouth.

Length of program: Fall or spring semester

Eligibility: Juniors and seniors in good academic standing

Campus representative: Stacy Cordery (stacy@monm.edu)

For more information: http://www.umu.se/umu/index_eng.html

Washington Semester:

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester Program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials.

Length of program: Fall or spring semester (16 weeks)

Eligibility: Juniors and seniors in good academic standing

Course credit: 16 hours.

Campus representative: Farhat Haq (Farhat@monm.edu)

For more information: <http://washingtonsemester.com/>

PRE-PROFESSIONAL PROGRAMS AND ADVISING

ARTICULATION AGREEMENTS WITH OTHER INSTITUTIONS:

Architecture:

Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program has several potential tracks. Students interested in pursuing a degree in architecture should consult the Monmouth College campus representative who will explain the requirements and the degree options. Campus Representative: Prof. Stacy Lotz, Department of Art.

Atmospheric Science:

Monmouth College has an affiliation with Creighton University. Students who participate in this 3-2 program will attend Monmouth College for three (3) years and complete the major requirements for physics as well as the usual general education requirements and several additional elective requirements. By completing the Physics major requirements along with the added electives, a student will go directly from the Monmouth College undergraduate program into a Master's program in Atmospheric Science at Creighton University, assuming a sufficient GPA and satisfactory completion of the application process. Please see program coordinator Professor Chris Fasano, Department of Physics for details.

Engineering:

Monmouth College is affiliated with Case Western Reserve University, Washington University in St. Louis, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Acceptance by the affiliated institution is guaranteed if a student maintains his/her GPA at Monmouth as determined by each specific program. Upon completion of the first year at engineering school, the student receives a degree from Monmouth. Upon completion of the second year, the student receives a degree from the engineering school. Campus Representative: Prof. Chris Fasano, Department of Physics.

Medical Technology:

After three years of pre-professional education at Monmouth, students complete the professional phase of the program in two years at Rush University in Chicago. Acceptance to Monmouth College does not guarantee acceptance to Rush University. Students who remain at Monmouth for three years and complete the Monmouth General Education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Rush. Campus Representative: Prof. Laura Moore, Department of Chemistry.

Nursing:

Monmouth College has an affiliated program with the Rush University College of Nursing. After earning an undergraduate degree from Monmouth, qualified students can gain entry to the Generalist Entry Master's Program. The goal of this program is to prepare students to be leaders in the clinical setting. This program consists of six quarters (1.5 years) of classroom and clinical work and one quarter spent in a residency experience. More information on the Rush program can be found at http://www.rushu.rush.edu/nursing/pos/GEM_pos.html. Campus Representative: Prof. Laura Moore, Department of Chemistry.

Occupational Therapy:

Students interested in occupational therapy normally complete a psychology major in three years then do two years of work at Rush University in Chicago to complete a master's degree in occupational therapy. Acceptance to Monmouth College does not guarantee acceptance to Rush. Students who remain at Monmouth for three years and complete the Monmouth General Education requirements earn a B.A. degree from Monmouth after completing the remainder of their undergraduate semester hours at Rush. In addition, upon completing the

program at Rush they earn a master's degree. The Monmouth B.A. is awarded at the end of the first year at Rush. Campus Representative: Prof. Marsha Dopheide, Department of Psychology.

Reserve Officers' Training Corps (ROTC):

Monmouth College students may work toward a commission in the United States Army, the Army Reserve, or the National Guard upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program. Information about this program may be found in the Department of Military Science section of this catalog. Campus Representative: Susan Dagit, Registrar

ADVISING AND FACULTY CONTACT PERSONS:**Dentistry:**

Dental schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Center for Career and Leadership Development, to help students obtain catalogs and admission material. Campus Representative: Prof. Laura Moore, Department of Chemistry.

Law:

Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit. Campus Representative: Prof. Farhat Haq, Department of Political Science.

Medicine:

Medical schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials. Campus Representative: Prof. Laura Moore, Department of Chemistry.

Ministry and Christian Education:

The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the ministry today. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Hebrew and Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the educational studies department as well as from the above concentrations. Campus Representative: Prof. C. Hannah Schell, Department of Philosophy and Religious Studies.

Physical Therapy:

Students can prepare for graduate work in physical therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are

available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials. Campus Representative: Prof. Laura Moore, Department of Chemistry.

Social Service:

Entry-level jobs in social service agencies are open to all majors although professional advancement often requires a graduate degree. The Sociology/Anthropology and Psychology majors prepare students well for graduate programs in the social service area, e.g., M.S.W., M.A. in counseling. Students should be aware of rapidly increasing opportunities for those who combine such a major program with a working knowledge of Spanish. Campus Representative: Prof. Steve Buban, Department of Sociology and Anthropology.

Veterinary Medicine:

Veterinary schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials. Campus Representative: Prof. Kevin Baldwin, Department of Biology.



ADMISSION POLICY

Monmouth College admits qualified men and women without regard to physical handicap or geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The college seeks to develop a comprehensive understanding of each applicant's abilities and potential, rather than make decisions on the basis of single test scores or other isolated credentials. Scholastic record, class standing, standardized test scores, recommendations, and personal qualities—such as motivation, goals, maturity, and character—are all considered.

Applicants should take a college-preparatory program that includes four years of English, three years of mathematics, two years of science (including one year of a laboratory science), three years of social sciences (including history and political science), and two years of a foreign language. Participation in honors or advanced course programs is strongly recommended. Applicants who lack particular courses are not disqualified from admission to the college and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

The Admission Process:

The admission process includes the following steps for all full-time student applicants:

1. A completed Application for Admission form must be sent to the Office of Admission.
2. An official transcript of high school semester hours including rank in class and SAT or ACT scores must be filed with the Office of Admission. Transfer applicants must have an official college transcript sent from all previously attended institutions.
3. Completed applications are reviewed by the Office of Admission. Those which are clearly acceptable are approved; those which are not clearly acceptable are referred to the Admission Committee for individual consideration.
4. Notice of action taken is sent to the applicant on a rolling basis. Students who are accepted will receive instruction concerning the new student deposit of \$150, along with information about housing.
5. The applicant's health form and immunization records must be complete before a student is allowed to enroll.

Monmouth will offer admission to students based on a three-year high school record and the SAT or ACT results from the junior year or early senior year, subject to successful completion of the senior year in high school. Applicants will receive notification from the college on a rolling basis during the senior year.

International Student Admission:

International applicants must submit the following information to the Office of Admission:

1. A completed International Student Application form.
2. Official transcripts from each secondary and post secondary institutions attended. Include a certified English translation for the non-English transcripts.
3. Test of English as a Foreign Language (TOEFL) for all international students whose native languages are not English. A minimum score of 550 on the paper-based test or a 79 on the Internet-based test is highly recommended. Other scores may be considered under exceptional circumstances. Students are also encouraged to take the Scholastic Aptitude Test (SAT). Monmouth College accepts only original copies sent directly from the TOEFL/ETS Services.
4. Two letters of recommendation, mailed with your application.
5. A statement of educational and career goals, mailed with your application.
6. Certification of sufficient funds to cover expenses.
7. A complete record of immunization signed by a physician.

International students attending Monmouth College are required to have health insurance. If the student does not have health insurance at the time of enrollment, they can purchase health insurance through the college.

International students accepted by Monmouth College may enter the U.S. with a student visa (F-1). In accordance with the U.S. Immigration and Naturalization Law, an I-20 (Certificate of Eligibility) for F-1 visa can only be issued to persons who are pursuing a full-time course of study at an American college or university.

Admission deadlines for international students applying to Monmouth College are as follows:

Fall Semester–June 1

Spring Semester–October 1

Special, Part-time and Reentering Students:

Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Office of Admission before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 12 hours of credit per semester. An applicant who wishes to enroll as a part-time student or take only an independent study course must first obtain permission to register as a part-time student from the Office of Admission.

Students who have previously attended Monmouth College and wish to reenter are required to submit a written request to the Office of Admission indicating the date and reason of initial withdrawal from the college, accomplishments during the interim period, and the term for which the student is seeking readmission. Transcripts of all college credit completed since withdrawal from Monmouth College are also required. Final approval must be granted by the Office of Admission prior to beginning the registration process.

TUITION AND FEES

TUITION, ROOM, AND BOARD

Standard Charges Per Semester:

Tuition	\$12,475.00
Room (Standard Double-Occupancy)	\$2,125.00
Board (Standard Plan— <i>The Edinburgh: 21 meals per week + \$50.00 flex dollars</i>)	\$1,525.00

Total Annual Charge:

Tuition, Standard Double-Occupancy Room, and Standard Board Plan	\$32,250.00
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PAYMENT

Payment of Student Accounts:

Tuition, room, and board charges are billed by semester. Payment is due two weeks prior to the beginning of each semester. Other fees and charges are assessed as they are incurred and billed monthly with payment due by the 20th of the month billed.

Payment options include cash, check, or money order to Monmouth College. Payment may be made via credit card (MasterCard, Discover, or American Express) incurring a 2.5% convenience fee and paid through Web Advisor using the MC student log in and password.

Students who wish to distribute payment over several months may make payment plan arrangements using the Nelnet Business Solutions (NBS) Tuition Payment Plan. Information is available on-line by connecting to: www.monm.edu/business-office/payment.htm. Scroll down and select “NBS Tuition Payment Plan.” There is a \$50.00 annual enrollment fee.

Prior Indebtedness:

Payment of all current financial obligations to the college is a prerequisite to registration (course selection) for the following semester.

Payment of all current financial obligations is a prerequisite to receiving the degree. Failure to meet such obligations will prevent participation in Commencement activities and the issuing of transcripts.

Other Policies:

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Students receiving the Illinois Monetary Award Program Grant (MAP) who are enrolled in fewer than 15 semester hours may receive a lesser award from the state than the amount shown on the financial assistance award letter.

TUITION

The normal course load for a full-time student is 15 to 16 semester hours. A student enrolled for 12 or more semester hours is classified as a full-time student. Tuition charges provide for a course load up to and including 18 semester hours. Tuition per semester is based on a student's registered course load as of the last day to add a course (*see 2009–2010 Academic Calendar on page 204*). Students enrolled for more than 18 semester hours will be charged “overload” tuition.

Tuition includes use of the library, laboratories, student center, cultural activities, co-curricular programs, admission to athletic contests, and most other campus events. Tuition is required whenever a student is enrolled for course work through Monmouth College whether the course work is on or off campus.

ROOM AND BOARD

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a “double-single” room will be billed at the single-occupancy rate.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the college when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching, or other off-campus programs within 30 miles of Monmouth must reside on campus and take board in the college dining room. Box meals will be provided or other appropriate arrangements made for meals that cannot be taken on campus.

Alternative Room Options (per semester):

McMichael Residence Hall, Double Occupancy	\$2,300.00
Bowers Residence Hall, Double Occupancy	\$2,475.00
North Residence Hall/Peterson Residence Hall, Double Occupancy	\$2,425.00
Founders Village (Quad Occupancy apartments, based on eligibility)*	\$2,475.00
All Others	\$2,125.00

* includes parking permit

Additional Charges for Private Rooms (per semester):

Double Room, Single Occupancy	\$400.00
Single Room, Single Occupancy	\$100.00
Private Bath	\$175.00

Alternative Board Plan Options (per semester):

Traditional Plans

The Glasgow	(21 meals per week + \$130.00 flex dollars)	\$1,595.00
The Stirling	(21 meals per week + \$245.00 flex dollars)	\$1,705.00
The Haddington	(14 meals per week + \$90.00 flex dollars)	\$1,525.00
The Dundee	(14 meals per week + \$170.00 flex dollars)	\$1,595.00
The Aberdeen	(10 meals per week + \$145.00 flex dollars)	\$1,525.00

Organic Plans

The Queensferry	(21 organic meals per week + \$50.00 in flex dollars)	\$2,155.00
The Stonehaven	(14 organic meals per week + \$90.00 in flex dollars)	\$1,945.00
The St. Andrews	(10 organic meals per week + \$145.00 in flex dollars)	\$1,825.00

(See Meal Plan Brochure for more information.)

OFF-CAMPUS STUDY

Student should contact the Business Office regarding off-campus study costs. Not all financial aid is continued for off-campus study programs. The student must check with the Financial Aid Office to determine financial assistance for a particular off-campus study program.

STUDENT HEALTH INSURANCE PLAN

All students enrolled for six or more semester hours are required to participate in the Student Health Insurance Plan unless the online waiver is completed (*further information is available in the Student Plan Highlight Sheet*).

If you have comparable coverage, a waiver must be completed each school year online at www.GallagherKoster.com by the applicable deadline or the insurance premium will be charged. Coverage will continue to the next policy year anniversary date. Health care provided through a Health

Maintenance Organization (HMO) may be accepted for waiver purposes but students should confirm that coverage extends beyond their HMO service area.

Students participating in intercollegiate athletics are required to have coverage which provides at least \$90,000.00 of catastrophic injury insurance. The Student Health Insurance Plan meets this requirement.

Insurance Premium for 2009-2010:

Annual Enrollment Premium \$510.00

Waiver submission deadline: August 1, 2009

OTHER FEES

Overload (*per semester hour*)\$830.00

Students who enroll in more than 18 hours per semester will be charged additional tuition on a prorated basis. Tuition for fewer than 12 or for more than 18 semester hours will be charged at \$830.00 per semester hour.

Audit (*per semester hour*) \$415.00

Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

Music Lessons \$195.00

Lessons (whether one half hour per week or one hour per week) will carry a \$195.00 fee per semester for all students, regardless of major, minor, or ensemble participation. Students enrolled in multiple lessons pay one \$195.00 fee for the semester.

Late Payment Fee and Interest Charge 12%

Tuition, room and board charges are billed by semester. Statements are sent to the home address on record with the Registrar Office. Payment for these semester charges are due two weeks prior to the start of classes each semester. A late payment fee of \$40.00 will be assessed if payment in full or alternative arrangements are not made by the due date.

Charges incurred after a semester begins are billed monthly and payment is due by the 20th of the month in which the statement is received. Accounts not paid by the 20th are assessed interest charges of 1% per month (12% annually). Interest charges are waived if a Nelnet payment plan is arranged and payments are current.

Course Change \$15.00

Students who change their course registration after the first week of classes will be charged this add/drop fee.

Orientation Fee..... \$140.00

An orientation fee of \$140.00 is charged to all new students enrolled in the fall semester. This fee includes orientation meals, program materials and events. All new students in the fall semester are expected to participate in orientation activities. The orientation fee for new transfer students is \$90.00.

Room Cancellation

Resident students who do not return for the fall semester must cancel their room assignment by written notice to the Student Affairs Office no later than July 1 in order to receive a refund of the \$150.00 student deposit. Students who do not return for the spring semester must notify the Student Affairs Office by January 2 to receive the deposit refund.

Official Transcript (*per copy*) \$5.00

Official transcripts are issued only upon written request. All financial obligations to the college must be met before a transcript will be issued. Unofficial transcripts are issued at no cost for current students only.

Teacher Candidate Credential File	
Single copy	\$4.00

Room Telephone

An active telephone jack is provided at no additional charge in each residence hall living unit. Students must provide their own telephone. Long distance telephone service is available only by the purchase of pre-paid long distance calling cards.

Replacement of Lost Key or Card

Outside key to building	\$50.00
Room key	\$28.00
Other key.....	\$28.00
ID or meal card.....	\$20.00

The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safeguarding keys and ID cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent loss of ID cards. Students are charged for keys not returned by the last day of each semester. Students who return keys after the last day of each semester will receive a refund of one half of the initial key charge. The ID card is used to access all student residence halls with the exception of student houses.

Motor Vehicle Charges

Vehicle Registration Decal	No Charge
Non-Registered Vehicle Fine*	\$100.00
Parking Permit	\$75.00 per semester
Parking Permit, Euclid Lot only	\$35.00 per semester
Parking/Other Violation Fine	\$20.00
Parking on College Lawns Fine	\$50.00

**In addition, violator will be required to register the vehicle.*

A parking permit allows students the opportunity to utilize campus parking facilities when a space is available. It does not guarantee a parking space will always be available. If no parking permits are available at the time of the request, a student will be issued a free identification registration decal which does not allow parking on campus. All students must register their vehicle and properly display a registration decal or parking permit at all times. Students bringing a motor vehicle to the college are also subject to additional registration requirements by the City of Monmouth and must purchase a city wheel tax sticker.

(Further information is available in the Monmouth College Parking Rules and Regulations brochure.)

Returned Check Fee	\$15.00
This fee is charged to a person cashing a check which is returned to the college due to insufficient funds in the account to cover the amount of the check.	

Summer Session

Tuition (per semester hour)	\$520.00
Room (per week)	\$75.00
Board is not available during the summer. Students who withdraw during the first two days of summer classes receive a 75% tuition refund. After the second day of classes, tuition is not refunded.	

Charges for Supplies or Damage

Charges for art, laboratory, or other supplies, lost library or athletic items or for damage to college property are billed immediately or at the end of the semester. Damage charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

A refund is the amount of money that the college will credit to a student account and/or to a financial aid program account when the student leaves school before completing a period of enrollment. No refund of tuition is made to a student who simply drops a course. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of cash to a student. Students who withdraw from the college are subject to adjustments in their financial aid. Students are cautioned that withdrawal from the college may result in a larger balance due from the student and that such balance will be due and payable at the time of withdrawal. Once a student has withdrawn from the college, refunds will be computed and credited by the College Business Office within thirty days of notification of withdrawal. No separate refund request is necessary. All refunds will be by check and mailed to the address on record. No refund will be made for amounts less than \$5.00.

Attribution

Student loans, scholarships, and grants will first be reviewed and attributed to the appropriate academic session. For example, the Federal Family Educational Loan Program loans (Stafford, PLUS, etc.) are considered to be made in proportionate amounts corresponding to the number of academic sessions covered by the loan (typically two semesters). Any portion of such loans attributable to a session that the student did not attend must be returned to the appropriate program account. The student's account will be adjusted accordingly.

Refund Policies

When a student withdraws from all classes during a semester, it is the college's responsibility to determine the student's withdrawal date for the purposes of the return of Title IV (federal) financial aid and the refund/cancellation of charges and non-federal financial assistance.

Official Withdrawal

In order for a student to be considered *officially* withdrawn, he/she must notify the college in writing or orally of his/her intent to withdraw by contacting the Office of Student Affairs. The withdrawal date is the date that the student notifies the Office of Student Affairs of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal

If a student ceases attendance without providing *official* notification to the college, the withdrawal date will be the mid-point of the semester, except that the college may use as the withdrawal date the student's last date of attendance at an academically-related activity, as documented by the college.

Special Circumstances

If the college determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the Dean of students may determine a withdrawal date related to that circumstance.

Return of Title IV (Federal) Financial Aid

When a student withdraws during a semester, the amount of federal financial aid earned by the student is determined on a pro-rata basis. Once a student has completed 60% of the semester, he/she is considered to have earned all of his/her federal financial aid. If the student has completed less than 60% of the semester, he/she is considered to have earned an equal percentage of the aid originally scheduled to be received (federal work study funds are excluded from the return of Title IV funds requirements).

If a student has received excess funds, the college must return a portion of the excess equal to the lesser of:

- a) the student's institutional charges multiplied by the unearned percentage of funds, or
- b) the entire amount of the excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time.

If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50% of the grant rather than 100%.

The Title IV funds must be credited to outstanding loan balances or to any amount awarded for the semester in which a return of funds is required in the following order:

- | | |
|--|------------------------------|
| 1. Unsubsidized Federal Stafford Loans | 5. Federal Pell Grants |
| 2. Subsidized Federal Stafford Loans | 6. Federal SEOG Grants |
| 3. Federal Perkins Loans | 7. Other Title IV assistance |
| 4. Federal PLUS Loans received
on behalf of the student | |

Refund of Charges

A student who withdraws prior to completing 60% of the semester is entitled to a pro-rata cancellation of that semester's direct costs for tuition, room, and board. Indirect costs such as parking permits, insurance, books, class fees, etc., will not be pro-rated. After completion of 60% of the semester, there is no refund of charges.

A student who withdraws before the first day of classes of any semester is not considered to have been enrolled for that semester and is therefore entitled to a 100% cancellation of charges. If a student remains on campus beyond his/her withdrawal date, he/she will be assessed room and meal costs based on actual period of residency on campus.

Program fees, housing fees and all other fees assessed to a student's account to cover additional charges by a host institution for an off-campus program will be refunded in accordance with refunds made by the host institution. Any special travel arrangements or incidental costs due to a program cancellation will be at the student's own expense. Monmouth College may require students to return from an off-campus program at any time, regardless of whether its sponsor or host institution has officially cancelled a program.

Refund of Funds from The Illinois Student Assistance Commission Monetary Award Program (MAP)

Per the rules of the Illinois Student Assistance Commission, if a MAP recipient withdraws after the end of the second week of the semester, the student may receive MAP grant payment for costs incurred up to the semester award provided the college's tuition refund policy indicates that the student has incurred charges in the amount of the claim.

Refund of Institutional Financial Aid

Institutional financial aid may consist of Monmouth Grant, Monmouth Scholarships and Monmouth Loans. The refund/cancellation of institutional financial aid follows the pro-rata policy for the cancellation of institutional charges. When a student withdraws prior to completing 60% of a semester, a pro-rated portion of his/her institutional financial aid will be returned to the program(s) from which the student received funds. After completing 60% of the semester, there is no cancellation of financial aid.

A student who withdraws before the first day of classes of any semester is not considered to have been enrolled for that semester and therefore 100% of the student's institutional aid will be cancelled.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor or a private scholarship or grant award, the funds will be retained to cover the costs incurred by the student. Excess funds will be returned to the donor. Private/alternative loans will be the last item retained to cover the costs incurred by the student.

Excess loans proceeds will be returned to the lender.

In summary, the financial assistance a student is entitled to retain from each source (federal, state, institutional, and private) will be calculated and kept in the order described below up to the total costs incurred by the student. When the total assistance a student is entitled to retain is less than the costs incurred, the student will be billed for the difference.

- | | |
|--------------------------------|---|
| 1. Private Grants/Scholarships | 9. Monmouth College Grants/Scholarships |
| 2. Other Title IV grants | 10. Illinois DTSS Scholarship |
| 3. Federal SEOG grant | 11. Illinois Scholarship |
| 4. Federal Pell Grant | 12. Federal PLUS Loan |
| 5. Illinois IIA Grant | 13. Federal Perkins Loan |
| 6. Illinois MAP Grant | 14. Federal Subsidized Stafford Loan |
| 7. Illinois MRS Scholarship | 15. Federal Unsubsidized Stafford Loan |
| 8. Illinois Byrd Scholarship | 16. Private/Alternative Loan |

LOAN EXIT INTERVIEW REQUIREMENT

Perkins Loan and Stafford Loan borrowers are required to have an exit interview with the Financial Aid Office before leaving campus to ensure that they fully understand their commitments and obligations under this federally-funded program.

APPEAL PROCESS

An appeal process exists for students or parents who believe that individual circumstances warrant exception from published college charges and refund policies. Persons wishing to appeal for special consideration should address such an appeal in writing to the vice president for finance and business at Monmouth College.

EFFECTIVE DATE: The charges above are effective July 1, 2009.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the college makes every effort not to change them during the year. However, the college reserves the right to change any and all of the above charges.



FACULTY

FULL- AND PART-TIME FACULTY

- Angotti, Joe** (2005), Visiting Distinguished Professor of Communication, Department of Communication, 2006–. B.A., 1961; M.A., Indiana University, 1965.
- Ambrose, Rajkumar** (1986), Professor, Department of Physics, 1990–. M.A., Madras Christian College, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.
- Andrews, Julia** (2006), Lecturer, Department of Music, 2006–. B.M., Texas Tech University, 2003; M.M., University of Nebraska, 2005.
- Baldwin, Kevin** (1999), Associate Professor, Department of Biology, 2005–. B.A., University of California, Berkeley, 1986; Ph.D., University of Florida, 1999.
- Barbaro-Medrano, Louise C.** (1998), Lecturer, Department of Modern Foreign Languages, 2003–. B.A., 1980; B.Ed., 1981; Honor Specialist International Languages, 1998; University of Toronto.
- Baugh, Brian** (2005), Assistant Professor, Department of Art, 2005–. B.A., Evergreen State College, 1992; Ph.D., University of Minnesota, 2002.
- Baugh, Stephanie** (2007), Lecturer, Department of Educational Studies, 2007–. B.F.A., University of Montevallo, 1999; M.A.Ed., University of Georgia, 2005.
- Beach, Eleanor** (2004), Lecturer, Department of Philosophy and Religious Studies, 2004 – B.A., Pomona College, 1968; M.A., 1982; Ph.D., 1991; Claremont Graduate University.
- Bell, Steve** (2000), Lecturer, Department of Physical Education, 2000–. B.S., Bemidji State University, 1991.
- Belschner, Marlo** (2002), Associate Professor, Department of English, 2008–. B.A., St. Cloud University, 1991; M.A., 1994; Ph.D., 2001; Southern Illinois University.
- Best, Thomas** (1998), Lecturer, Department of History/Educational Studies, 1999–. B.A., University of Northern Iowa, 1981; M.A., Western Illinois University, 1991.
- Betts, James E.** (1989), Professor, Department of Music/Educational Studies, 2004–. B.M., 1972; M.M., Southern Illinois University, 1973; D.M.A., University of Iowa, 1984; M.S., Western Illinois University, 2000.
- Bice, Julie** (2009), Lecturer, Department of Educational Studies, 2009 – . B.S., Quincy College, 1974; M.S., Western Illinois University, 2001.
- Bittner, Melissa** (2004), Instructor, Department of Physical Education, 2004–. B.A., Monmouth College, 2003.
- Bond, Marjorie E.** (1996), Professor, Department of Mathematics and Computer Science, 2008–. B.S., 1990; M.A., 1992, University of New Mexico; Ph.D., Kansas State University, 1996.
- Brady, Heather** (2003), Professor, Department of Modern Foreign Languages, 2009–. B.A., Kalamazoo College, 1991; M.A., 1996; Ph.D., 2001; University of Texas at Austin, .
- Braun, Chad** (2000), Instructor, Department of Physical Education, 2000–. B.S., Illinois College, 1995; M.A., Western Illinois University, 2003.
- Bruce, Mary Barnes** 1985, Professor, Department of English, 1999–. B.A., Arlington State College, 1965; M.A., Southern Methodist University, 1968; Ph.D., Arizona State University, 1986.
- Buban, Steven L.** (1977), Professor, Department of Sociology, 1992–. B.A., 1972; M.A., 1973; Ph.D., 1979; University of Iowa.
- Bukari, James** (2006), Visiting Assistant Professor, Department of Modern Foreign Languages, 2006–. B.A., University of Cape Coast; M.A., Ph.D., Purdue University.
- Caldwell, Amy** (2005), Assistant Professor, Department of History, 2005–. B.S., Manchester College; M.A., Indiana University; Ph.D., Pontificia Universidade Catolica do Brasil.

- Capener, Don** (2001), Associate Professor, Department of Political Economy and Commerce, 2006–. B.A., Brigham Young University, 1984; MIM/M.B.A., Thunderbird School, 1985.
- Condon, Jacquelyn S.** (1980), Vice President for Student Life/Dean of Students, 1995–. Assistant Professor, Department of Educational Studies, 1982–. B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.
- Connell, Michael** (1992), Professor, Department of Political Economy and Commerce, 2002–. B.S., 1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.
- Cooper, Lydia** (2008), Visiting Assistant Professor, Department of English, 2008–. B.A., University of Akron, 2001; M.A., 2005; Ph.D., 2008; Baylor University.
- Cordery, Simon** (1994), Associate Professor, Department of History, 2005–. B.A., Northern Illinois University, 1982; M.A., University of York (England), 1984; Ph.D., University of Texas at Austin, 1995.
- Cordery, Stacy** (1994), Professor, Department of History, 2006–. Curator of Monmouth College Archives, 1995–. B.A., 1983; M.A., 1986; Ph.D., 1992; University of Texas at Austin.
- Cramer, Kenneth** (1993), Integrated Studies Coordinator, 2008–; Professor, Department of Biology, 2002–. B.S., University of Missouri, 1979; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1988.
- Dobson, Nicholas** (2007), Assistant Professor, Department of Classics, 2007–. B.A., Rice University, 1993; M.A., 1995; Ph.D., 2003; University of Texas-Austin.
- Dopheide, Marsha** (2005), Assistant Professor, Department of Psychology, 2005–. B.S., M.S., Western Illinois University; Ph.D., 2007; University of Missouri.
- Dwyer, Howard** (2000), Associate Professor, Department of Mathematics and Computer Science, 2006–. B.S., B.A., University of Illinois, 1978; M.A., University of California at Davis, 1985; Ph.D., Northern Illinois University, 1993.
- Eary, Joanne** (2005), Assistant Professor, Department of Mathematics and Computer Science, 2005–. B.S., Oklahoma City University; M.S., Oklahoma State University.
- Fannin, Rev. B. Kathleen** (1997), Chaplain, 1998–. B.A., University of Texas, 1968; MTS, Eden Theological Seminary, 1997; D. Min., Wesley Theological Seminary, 2005.
- Fasano, Christopher** (1998), Martha S. Pattee Professor of Science, Department of Physics, 2007–. B.S., University of Notre Dame, 1983; M.S., University of Chicago, 1987; Ph.D., University of Chicago, 1989.
- Foster, J. Robert** (1999), Lecturer, Department of Physical Education, 1999–. B.S., Eastern Illinois University, 1997.
- Fowler, Garold** (2006), Lecturer, Department of Music, 2006–. B.M., SUNY-Potsdam, 1997; M.M., University of Illinois, 2005.
- Gadre, Vasant** (2005), Assistant Professor, Department of Modern Foreign Languages, 2005–. B.A., M.A., University of Delhi; Ph.D., Jawaharlal Nehru University.
- Gersich, Frank** (1998), Teaching and Learning Resources Coordinator, 2008–; Professor, Department of Accounting, 2002–. B.S.B.A., 1978; M.S., 1979; University of North Dakota; Ed.D., Northern Illinois University, 1993.
- Goble, Chris** (2004), Lecturer, Department of Communication, 2004–. B.A., 1995; M.A., 1996; Eastern Illinois University.
- Godde, James** (2001), Associate Professor, Department of Biology, 2005–. B.S., Western Illinois University; Ph.D., University of Illinois, 1993.
- Grimm, Melinda** (1996), Lecturer, Department of Educational Studies, 1996–. B.A., University of Northern Iowa, 1971; M.S., Western Illinois University, 1989.

- Hale, Robert C.** (2000), Associate Professor, Department of English, 2003–. B.A., University of Tennessee, 1988; M.A., 1995; Ph.D., 1996; Louisiana State University.
- Hall, Linda** (2004), Lecturer and Field Supervisor, Department of Educational Studies, 2004–. B.S., 1970; M.S., 1976; Western Illinois University.
- Hall, R. Bruce** (2005), Lecturer and Field Supervisor, Department of Educational Studies, 2005–. B.S., 1970; M.S., 1973; Ed. S., 1981; Western Illinois University.
- Hanson, Eric** (2009), Lecturer, Department of Political Science, 2009–. B.A., Monmouth College, 1998; M.P.A., University of Illinois, 2000.
- Haq, Farhat** (1987), Professor, Department of Political Science, 1999–. B.A., State University of New York at Fredonia, 1980; M.A., 1983; Ph.D., 1987; Cornell University.
- Harrison, Michael P.** (2009), Assistant Professor, Department of Modern Foreign Languages, 2009–. B.A., Furman University, 1998; M.A., University of Virginia, 2000; Ph.D., University of California-Irvine, 2009.
- Haryanto** (2005), Assistant Professor, Department of Political Economy and Commerce, 2005–. B.T.E., Institute of Textile Engineering, 1986; MBA, SUNY-Buffalo, 1993; Ph.D., University of Illinois, 2007.
- Hayes, Monic** (2004), Assistant Professor, Department of Educational Studies, 2004–. B.A., M.A., Ph.D., University of Iowa.
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- Hellenga, Virginia** (1994), Lecturer, Department of Classics, 1994–. B.A., University of North Carolina, 1967; M.A., Loyola University, 1982.
- Hennings, Tyler** (2004), Assistant Professor, Department of Art, 2008–. B.F.A., Western Illinois University, 1999; MFA, Northern Illinois University, 2002.
- Holm, Susan Fleming** (1985), Dorothy Donald Professor of Romance Languages and Literature, Department of Modern Foreign Languages, 1997–. B.A., The College of Wooster, 1966; M.A., 1982; Ph.D., 1985; The University of Kansas.
- Ijaduola, Anot** (2007), Assistant Professor, Department of Physics, 2007–. B.S., Olabisi Onabanjo University (Nigeria), 1994; M.S., University of Illinois at Chicago, 2001; Ph.D., University of Tennessee, 2005.
- Jakoubek, Jane** (2006), Vice President for Academic Affairs; Dean of the Faculty; Professor, Department of Psychology, 2006–. A.B., Franklin College, 1973; M.A., 1976; Ph.D., University of Arkansas, 1978.
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- Kessler, Judi** (2001), Associate Professor, Department of Sociology and Anthropology, 2007–. B.A., California State University at Los Angeles, 1993; M.A., 1995; Ph.D., 1999; University of California at Santa Barbara.
- Kieft, Richard L.** (1975), Garrett W. Thiessen Professor of Chemistry, Department of Chemistry, 1989–. B.S., Dickinson College, 1967; Ph.D., University of Illinois, 1973.

- Kulczewski, Peggy** (1995), Lecturer, Department of Educational Studies, 2007–. B.A., 1971; M.A., 1972; University of Illinois.
- Kuppinger, Petra** (2000), Associate Professor, Department of Sociology and Anthropology, 2004–. B.A., Johannes-Kepler-Gymnasium, Leonburg, Germany, 1980; M.A., American University in Cairo, 1990; M.A., 1991; Ph.D., 2000; New School for Social Research.
- Larson, Kristin K.** (2001), Associate Professor, Department of Psychology, 2009–. B.A., 1986; M.A., 1991; University of Arizona; Ph.D., Northern Arizona University, 1995.
- Lim-Kessler, Corrinne C.M.** (2005), Assistant Professor, Department of Psychology, 2005–. B.S., M.S., Purdue University.
- Lotz, Stacy M.** (1995), Associate Professor, Department of Art, 2004–. B.A., 1987; M.A., 1988; Eastern Illinois University; M.F.A., Washington University, 1991.
- Mamary, Anne** (2004), Associate Professor, Department of Philosophy and Religious Studies, 2007–. A.B., Bryn Mawr College; M.A., 1986; Ph.D., 1995; State University of New York-Binghamton.
- Mato, Shigeko** (2002), Associate Professor, Department of Modern Foreign Languages, 2007–. B.A., University of Colorado, 1992; M.A., 1995; Ph.D., 2000; University of New Mexico.
- Mayfield, James Logan** (2007), Assistant Professor, Department of Mathematics and Computer Science, 2007–. B.A., DePauw University, 2003; Ph.D., University of Cincinnati, 2007.
- McDermott, Mary E.** (1998), Lecturer, Department of Mathematics and Computer Science, 2004–. B.A., Drew University-Madison, 1989; M.S., Rutgers University, 1992.
- McGaan, Lee** (1986), Professor, Department of Communication, 1995–. B.A., Monmouth College, 1969; M.A., 1970; Ph.D., 1980; Ohio University.
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- Montgomery, Patrick** (2008), Assistant Professor, Department of Accounting, 2008–. B.A., 1981; M.B.A., 1988; M.Accounting, 2002; Saint Ambrose University.
- Moore, Laura** (2006), Associate Professor, Department of Chemistry, 2007–. B.A., Carleton College, 1990; Ph.D., Stanford University, 1998.
- Moschenross, Ian** (2004), Assistant Professor, Department of Music, 2004–. B.A., Hanover College, 1998; M.M., 2000; D.M.A., 2003; University of Nebraska.
- Noriega, Julio** (2008), Visiting Assistant Professor, Department of Modern Foreign Languages, 2008–. B.A., Universidad Nacional Mayor de San Marcos (Lima, Peru), 1984; M.A., 1989; Ph.D., 1993; University of Pittsburgh.
- Oliver, Tony** (2005), Lecturer, Department of Music, 2005–. B.M., 1992; M.A., 1995; University of Iowa; D.M.A., Rutgers University, 2003.
- Pahel, Timothy A.** (2009), Assistant Professor, Department of Music, 2009–. B.A., Lawrence University, 1988; M.M., University of Illinois, 1998.
- Patton, Margarita** (2004), Lecturer, Department of Modern Foreign Languages, 2004–. B.S., Universidad de Valle (Columbia), 1984.
- Perry, George** (2006), Instructor, Department of Physical Education, 2006–. B.A., 1982; M.S., 1983; Indiana University.

- Peterson, Judy** (1998), Professor, Department of Accounting, 2008–. B.A., Gustavus Adolphus College, 1979; M.B.A., Mankato State University, 1980.
- Peterson, Trudi** (1998), Associate Professor, Department of Communication, 2004–. B.S., 1990; M.S., 1994; Central Michigan University; Ph.D., Bowling Green State University, 1998.
- Phillips, Mary E.** (1999), Lecturer, Department of Art, 1999–. B.A., Siena Heights College, 1971; M.A., 1981; M.F.A., 1986; Northern Illinois University.
- Porter, Caroline** (2008), Lecturer, Department of Political Science, 2008–. B.A., Knox College, 1958; M.A., Western Illinois University, 2007.
- Ragone, Dave** (2000), Instructor, Department of Physical Education, 2002–. B.S., Ursinus College, 1992.
- Rankin, Douglas B.** (1988), Professor, Department of Theatre, 2002–. B.A., Monmouth College, 1979; M.F.A., Northwestern University, 1986.
- Richter, Stephen** (2004), Lecturer, Department of Music, 2004–. B.A., Western Illinois University; M.M., University of Connecticut.
- Roberts, Kevin** (2001), Lecturer, Department of English, 2001–. B.S., 1987; M.Ed., 1988; University of Illinois.
- Roegner, Jeffrey** (2008), Visiting Instructor, Department of Communication, 2008–. B.A., 1989; M.A., 1997; Central Michigan University.
- Sargent, Thomas** (2002), Associate Professor, Department of Educational Studies, 2002–B.A., Monmouth College, 1985; M.A., Eastern Illinois University, 1996; Ph.D., University of Wisconsin-Madison, 1999.
- Schell, Hannah** (2001), Associate Professor, Department of Philosophy and Religious Studies, 2006–. B.A., Oberlin College, 1992; M.A., 1997; Ph.D., 2000; Princeton.
- Shimmin, Kari** (1999), Instructor, Department of Physical Education, 1999–. B.A., Monmouth College, 1997; M.A., Western Illinois University, 2000.
- Sienkewicz, Thomas J.** (1984), Capron Professor, Department of Classics, 1985–. B.A., College of the Holy Cross, 1971; M.A., 1973; Ph.D., The Johns Hopkins University, 1975.
- Smolensky, Ira** (1984), Professor, Department of Political Science, 1995–. B.A., 1970; M.A., 1976; Ph.D., 1982; Rutgers University.
- Solberg, Erika** (2000), Lecturer, Department of English, 2000–. B.A., Yale University, 1992; M.F.A., Louisiana State University, 1997.
- Sostarecz, Audra Goach** (2006), Assistant Professor, Department of Chemistry, 2006–. B.S., Muhlenberg College; Ph.D., The Pennsylvania State University.
- Sostarecz, Michael** (2006), Assistant Professor, Department of Mathematics and Computer Science, 2008–. B.S., Ph.D., The Pennsylvania State University.
- Sturgeon, Bradley E.** (2007), Assistant Professor, Department of Biochemistry/Chemistry, 2007–. B.S., 1987; M.S., 1989; Illinois State University; Ph.D., University of California-Davis, 1994.
- Suda, Carolyn** (1986), Lecturer, Department of Music, 1986–. B.A., Florida State University, 1971; M.A., Western Illinois University, 1985.
- Suda, David** (1984), Professor of Humanities, 1984–. B.A., 1969; M.A., 1971; University of South Florida; Ph.D., Emory University, 1983.
- Thompson-Dawson, Wendine, R.** (2007), Assistant Professor, Department of Political Economy and Commerce, 2007–. B.A., Boise State University, 1999; Ph.D., University of Utah, 2007.
- Thresher, Jack,** (2008), Assistant Professor, Department of Military Science, 2008–. CPT, U.S. Army; B.S., University of Wisconsin-Oshkosh, 1996.

- Tibbetts, Timothy** (2001), Associate Professor, Department of Biology, 2006–. B.A., Lawrence University, 1989; M.S., Colorado State, 1994; Ph.D., Michigan State, 2000.
- Todd, Eric M.** (2009), Assistant Professor, Department of Chemistry, 2009–. B.S., University of Wisconsin at Madison, 2001; Ph.D., University of Illinois, 2007.
- Tucker, Marta M.** (1983), Professor, Department of Mathematics and Computer Science, 1996–. B.S., Illinois State University, 1971; M.S., Bradley University, 1983.
- Urban, William L.** (1966), Lee L. Morgan Professor, Department of History/International Studies, 1994–. B.A., 1961; M.A., 1963; Ph.D., 1967; University of Texas at Austin.
- Van Houzen, Aren** (2006), Lecturer, Department of Music, 2006–. B.M., Hope College, 1994; M.A., University of Iowa, 1996.
- Van Kirk, Susan** (2001), Lecturer, Department of Communication, 2001–. B.A., Knox College, 1968; M.Ed., University of Illinois, 1999.
- Vershaw, Mark** (2007). Instructor, Department of Physical Education, 2007–. B.A., University of Wisconsin.
- Vershaw, Natalie** (2008), Lecturer, Department of Educational Studies, 2008–.
- Vivian, Craig** (2000), Associate Professor, Department of Educational Studies, 2006–. B.A., 1989; M.A., 1998; Ph.D., 2000; Cornell University.
- Wallace, William J.** (1979), Professor, Department of Theatre , 1991–. B.F.A., Quincy College, 1974; M.S., Indiana State University, 1976; Ph.D., University of Minnesota, 1986.
- Watson, Craig** (1986), Professor, Department of English, 1995–. B.A., University of Illinois, 1972; M.A., California State University (San Francisco), 1975; Ph.D., University of Michigan, 1980.
- Wertz, Joan M.** (2001), Associate Professor, Department of Psychology, 2007–. B.S., Allegheny College, 1991; Ph.D., University of Pittsburgh, 2002.
- West, Janeve** (2006), Assistant Professor, Department of Theatre , 2006–. B.A., Southwestern College; M.F.A., Texas Tech University.
- Willhardt, Mark** (2000), Professor, Department of English, 2009–. B.A., Macalester College, 1987; M.A., 1989; Ph.D., 1993; Rutgers University.
- Williams, Keith** (2008), Assistant Professor, Department of Political Economy and Commerce, 2008–. B.S., Rochester Institute of Technology, 1977; M.B.A., Rockford College, 1991.
- Wilson, Debra** (2006). Lecturer, Department of Educational Studies, 2006–. B.S.(Math), Illinois State University, 1976; B.S. (Education), Illinois State University, 1983; M.Ed., St. Xavier University, 1998.
- Wine, Vicki** (2002), Lecturer, Department of Classics, 2002–. B.A., North Central College, 1974; M.A., 1978; Ph.D., 1985; Northwestern University.
- Witzig, Fred** (2009), Assistant Professor, Department of History, 2009–. B.A., California State University, 1999; M.A., Indiana University, 2001; Ph.D., Indiana University, 2008.
- Woolever, Miranda** (2008), Visiting Assistant Professor, Department of Communication, 2008–, B.A., 2005; M.A., 2008; Eastern Illinois University.
- Zieglosky, Laura** (2008), Assistant Professor, Department of Educational Studies, 2008–. B.S.Ed., Truman State University, 1980; M.F.A., University of Iowa, 1987; Ph.D., University of Iowa, 2008.

PROFESSORS EMERITI

Allison, David C., Professor of Biology, 1962–1996.

Blum, Harlow B., Professor of Art, 1959–1999.

Buchholz, Robert H., Professor of Biology, 1950–1994.

De Young, James L., Professor of Communication and Theatre Arts, 1963–2002.

Douglas, Dorothy D., Professor of Education, 1988–2004.

Gebauer, Peter A., Professor of Chemistry, 1975–2009.

Glasgow, Terry L., Professor of Physical Education, 1972–2008.

Griffiths, Richard L., Professor of Music, 1967–1998.

Johnson, J. Prescott, Professor of Philosophy, 1962–1986.

Lemon, J. Rodney, Professor of Political Economy and Commerce, 1976–2007.

McNamara, R. Jeremy, Professor of English, 1964–1995.

Nieman, George C., Professor of Chemistry, 1979–2002.

Skov, Charles E., Professor of Physics, 1963–1994.

Sorensen, Francis W., Professor of Education, 1973–2002.

Spitz, Douglas R., Professor of History, 1957–1996.

Sproston, Michael E., Professor of Music, 1968–2004.

Waltershausen, George L., Professor of Art, 1966–2000.

Welch, Lyle L., Professor of Mathematics, 1979–2009.

White, Esther M., Professor of Education, 1974–1988.

Willhardt, Gary D., Professor of English, 1967–2000.

ADMINISTRATION

Ditzler, Mauri A. (2005), President, 2005–. B.A., Wabash College, 1975; Ph.D., Duke University, 1979.

ACADEMIC AFFAIRS

Jakoubek, Jane (2006), Vice President for Academic Affairs; Dean of the Faculty; Professor of Psychology, 2006–. A.B., Franklin College, 1973; M.A., 1976; Ph.D., 1978; University of Arkansas.

Beintema, Marcie (2001), Training & Documentation Specialist, 2001–. B.A., University of Iowa, 1992; MA., Bradley University, 1996.

Buban, Chris (2005), Audiovisual Technician, 2005–. B.A., Monmouth College, 1992.

Carr, Daryl (1985), Executive Director of Information Systems, 1994–. B.A., Monmouth College, 1988.

Cramer, Kenneth (1993), Integrated Studies Coordinator, 2008–; Professor, Department of Biology, 2002–. B.S., University of Missouri, 1979; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1988.

Dagit, Susan (1998), Registrar, 2003–. B.A., 1976; M.S. Ed., 2004; Western Illinois University.

Davis, Victor (2001), Director of Administrative Systems, 2001–. B.A., Knox College, 1987.

Daw, Lynn (1997), Technical Services Librarian, Hewes Library, 1997–. B.A., 1985; MLS, 1986; University of Iowa.

Dillard, Rose (1995), Access Services Manager, Hewes Library, 2006–.

Gersich, Frank (1998), Teaching and Learning Resources Coordinator, 2008–; Professor, Department of Accounting, 2002–. B.S.B.A., 1978; M.S., 1979; University of North Dakota; Ed.D., Northern Illinois University, 1993.

Haynes, Roger (1982), Director of Athletics, 2007–. B.A., Monmouth College, 1982.

Owen, Sheri (1988), Administrative System Programmer/Analyst, 1988–. A.A., Carl Sandburg College, 1988; B.A., Monmouth College, 1996.

Peters, Edward (2007), Technology Support Manager, 2007–. Associate of Applied Science & Computer System-Networking, Indian Hill College, 2005.

Sayre, John R. (1998), Director of Hewes Library, 1998–. B.A., Phillips University, 1975; MLS, University of Oklahoma, 1976.

Tooley, Brenda (2008), Associate Dean and Director of Grants Program, 2009–. B.A., 1983; M.A., 1984; Ph.D., 1991; University of Notre Dame.

ADMISSION

Johnston, Christine (1999), Dean of Admission, 2006–. B.A., Blackburn College, 1988.

Bold, Russell (2006), Admission Representative, 2006–. B.A., Monmouth College, 2006.

Carlson, Michelle (2004), Assistant Director of Admission, 2004–. B.A., Monmouth College, 2004.

Danielson, Anthony (2007), Admission Representative, 2007–. B.A., Monmouth College, 2006.

Daugherty, Sarah (2005), Regional Director of Admission, 2005–. B.A., Monmouth College, 2000, M.A., Bradley, 2004.

Hippen, Kristi (1997), Associate Dean of Admission, 2005–. B.A., Monmouth College, 1993.

Lupton, Patrick (2008), Regional Director of Admission, 2008–. B.A. Benedictine University, 1971.

Pitts, Peter (1993), Regional Director of Admission, 1993–. B.A., Wartburg College, 1974; M.A., University of Iowa, 1977.

DEVELOPMENT AND COLLEGE RELATIONS

- Cavanaugh, J. Lance** (2007), Vice President for Development and College Relations, 2007–. B.A., College of St. Scholastica, 1979.
- Blaesing, Michael** (1997), Senior Development Officer, 2007–. B.A., Monmouth College, 1996.
- Bloomer, Stephen** (2007), Senior Development Officer, 2007–. B.A., Monmouth College, 1983.
- Lawrence, Bryn** (2008), Coordinator of Web Services, 2008–. B.A., Augustana College, 2008.
- Loch, Nancy** (2008), Coordinator of Creative and Design Services, 2008–. B.F.A., University of Illinois, 1991.
- McNamara, Barry** (1999), Associate Director of College Communications, 1999–. B.A., Beloit College, 1985.
- Rankin, Jeffrey** (1992), Director of College Communications, 1992–. B.A., St. Lawrence University, 1979.
- Rankin, Terri** (1990), Director of Alumni and Development Records, 2007–. B.A., Monmouth College, 2000.
- Savage, Susan** (2001), Director of Annual Giving, 2008–. A.A., Illinois Valley Community College, 1981; B.A., 1982; M.S., 2001; Western Illinois University.
- Stahl, Mary** (2008), Senior Development Officer, 2008–. B.A., Monmouth College, 1987.
- Thompson, Lucy** (2000), Director of Alumni Programs, 2004–. B.A., Monmouth College, 1999.

FINANCE AND BUSINESS

- Gladfelter, Donald L.** (1977), Vice President for Finance and Business, 1995–. B.A., Monmouth College, 1977.
- Clark, Debbie** (1999), Controller, 2003–. B.B., Western Illinois University, 1986.
- McNall, W. Michael** (1981), Director of Personnel, 1991–. B.A., Monmouth College, 1981.
- Nuckles, Paula A.** (1998), Financial Aid Counselor, 2005–. B.A., Augustana College, 1994.
- Schreck, Jayne** (1994), Director of Financial Aid, 1996–. B.A., Monmouth College, 1990.
- Willhardt, Ronda** (2007), Student Accounts Manager, 2007–. B.A., Monmouth College, 1985.

STUDENT AFFAIRS

- Condon, Jacquelyn S.** (1980), Vice President for Student Life/Dean of Students, 1995–. Assistant Professor, Department of Educational Studies, 1982–. B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.
- Alsene, Abbie** (2007), Assistant Director of Campus Events, 2007–. B.A., Quincy University, 2005; M.A., Ball State University, 2007.
- Fannin, Rev. Dr. B. Kathleen** (1997), Chaplain, 1998–. B.A., University of Texas, 1968; MTS, Eden Theological Seminary, 1997; D. Min., Wesley Theological Seminary, 2005.
- Masood, Mohsin** (1995), Associate Dean of Students/Director of Residence Life, 1995–. B.A., University of Peshawar, 1977; M.A., Quaid-i-Azam University, 1981; M.A., 1992; M.A. 1995, Western Illinois University.
- Merritt-Gilbert, Michelle** (2004), Assistant Dean of Students, 2004–. B.A., Monmouth College, 1989; M.S., University of Wisconsin-LaCrosse, 1994.
- Ogorzalek, Karen** (1990), Associate Dean of Students, 1996–. Associate Dean of Students/Director of Campus Events, 1990–. B.S., Eastern Connecticut State University, 1988; M.A., Framingham State College, 1990.

- Pentsil-Bukari, Ruby** (2006), Director of Intercultural Life, 2006–. B.A., University of Cape Coast (Ghana), 1996; Graduate Diploma, University of Ghana, 1999; M.A., 2002; M.S., 2006; Purdue University.
- Reck, Daniel M.** (2008), Assistant Director of Greek Life, Leadership, and Involvement, 2008–. B.A., DePauw University, 2003; M.S.Ed., Northwestern University, 2008.
- Shawgo, Michelle** (2005), Director of Wackerle Career Development Program, 2005–. B.A., Western Illinois University, 2003; MOL, St. Ambrose University, 2006.
- Wagoner, Kathy** (2007), Associate Director of Residence Life, 2007–. B.S., 1975; M.S., 1980; Northwest Missouri State University.

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Bruce Haywood (1980–94)

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Rev. Jackson B. McMichael (1878–97)

Rev. Samuel R. Lyons (1898–1901)

Rev. Thomas H. McMichael (1903–36)

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Rev. Robert W. Gibson (1952–64)

G. Duncan Wimpres Jr. (1964–70)

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On-Campus Calls:

When dialing from on-campus telephones, use only the last four digits.

Switchboard.	309-457-2311
<i>Monmouth College numbers can be reached by direct-dialing or by calling the college switchboard.</i>	
Academic Affairs	309-457-2325
<i>For academic department information, academic standing, readmission, and faculty matters.</i>	
Admission	admit@monm.edu, 1-800-747-2687 or 309-457-2131
<i>For most matters of concern to new and prospective students.</i>	
Athletics.	309-457-2176
Bookstore	309-457-2399
Business Office	309-457-2124
<i>For questions about billings and student accounts.</i>	
Development and College Relations	309-457-2323
Financial Aid	finaid@monm.edu, 309-457-2129
Library.	309-457-2190
Multicultural Affairs	309-457-2113
President's Office.	309-457-2127
Registrar	registrar@monm.edu, 309-457-2326
<i>For academic records, class schedules, courses, semester hours, and transcripts.</i>	
Stockdale Center and Campus Events	309-457-2345
Student Affairs	
<i>For information about rooms and residence halls</i>	
<i>For information about student services.</i>	
Wackerle Career and Leadership Center	309-457-2115



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ACADEMIC CALENDAR

FALL SEMESTER 2009

Academic orientation	August 24
Classes begin	August 25
Last day to add a course	August 31
Last day to drop a course (<i>without a fee</i>)	August 31
Labor Day (<i>classes in session</i>)	September 7
Last day to withdraw from a first half-semester course (<i>with a fee</i>)	September 25
Last day of first half-semester course	October 16
Fall break begins at the end of the day	October 16
Classes resume	October 21
First day of second half-semester course	October 21
Mentoring (<i>afternoon classes cancelled</i>)	October 28
Last day to withdraw from a full-semester course (<i>with a fee</i>)	October 30
Last day to withdraw from a second half-semester course (<i>with a fee</i>)	November 13
Thanksgiving break begins at the end of the day	November 24
Classes resume	November 30
Last day of classes	December 9
Final examinations	December 11, 12, 13, 14, 15, 16

SPRING SEMESTER 2010

Classes begin	January 13
Last day to add a course	January 20
Last day to drop a course (<i>without a fee</i>)	January 20
Last day to withdraw from a first half-semester course (<i>with a fee</i>)	February 10
Last day of first half-semester course	March 5
Spring break begins at the end of the day	March 5
Classes resume	March 15
First day of second half-semester course	March 15
Last day to withdraw from a full-semester course (<i>with a fee</i>)	March 26
Easter break begins at the end of the day	April 1
Classes resume	April 6
Last day to withdraw from a second half-semester course (<i>with a fee</i>)	April 9
Founders Day (<i>no classes</i>)	April 20
Last day of classes	May 5
Final examinations	May 7, 8, 9, 10, 11, 12
Commencement	May 16

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